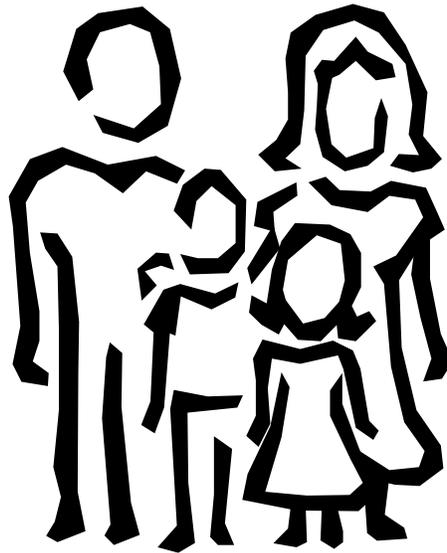


# Resources for Title I Teachers

Meeting the Requirement  
to Provide Training Opportunities  
for Parents



North Dakota Department of Public Instruction  
Dr. Wayne G. Sanstead  
State Superintendent  
600 E Boulevard Avenue, Dept. 201  
Bismarck, ND 58505-0440  
[www.dpi.state.nd.us](http://www.dpi.state.nd.us)



October 2002

## Ways To Promote Literacy To Your Child

### Ways To Promote Literacy As A Family

- ☆ Have each family member choose his or her favorite food. Read the recipe or label.
- ☆ Read the Sunday comics together.
- ☆ Have a family read-together for 10 minutes before bedtime.
- ☆ Have the grown-up people in your family tell about their favorite books when they were children.
- ☆ Read together today's TV Guide. Choose a program to watch together. Talk about the program after it's over.
- ☆ At breakfast have everyone pick his or her favorite cereal and read all of the writing on the box out loud.
- ☆ Write a family letter to a friend or relative where everyone writes a paragraph.
- ☆ Keep a diary of everything the family does.
- ☆ Have a poem for dessert. Let each member of the family share a poem after a meal.
- ☆ Have each family member draw a picture of a favorite character from a book. Hang them up!
- ☆ Each family member find a word in a book, newspaper, or magazine that they don't know. Look it up in the dictionary.

### Things You Can Do To Promote Literacy

- ☆ Have a book for breakfast (or lunch, or dinner). Before you do the dishes, read for 10 minutes.
- ☆ Read together today's weather forecast in the newspaper. Discuss what clothes to wear.
- ☆ Take a walk around your block. Take turns reading all the traffic and street signs.
- ☆ Read a favorite magazine together for 15 minutes.
- ☆ Have each child read to a pet or a favorite toy.
- ☆ Find a nice place outside (maybe a park) and read for 15 minutes.
- ☆ Find the page in the telephone book that has your family listed.
- ☆ On your way to the grocery store, to the library, or to anywhere, count how many signs with words that you see.
- ☆ Read something about a famous person.
- ☆ What is each person's favorite animal? Pick one and read about it.
- ☆ Read a favorite book



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### Let's Read Together!



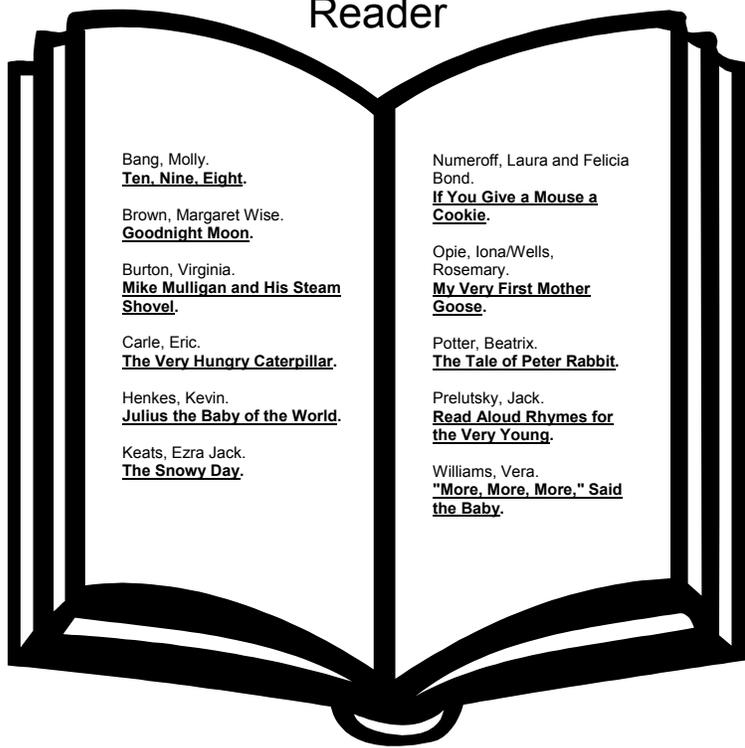
When parents help their children learn to read, they open the door to a big, exciting world. As a parent, you can begin an endless learning chain like this: You read to your children, they develop a love of stories and poems, they want to read on their own, they practice reading, and finally, they read for their own information or pleasure. When children become readers, their world is forever wider and richer.

Here are some things you can do:

- Read aloud to your child: books, newspaper and magazine articles, the back of the cereal box, labels on cans, or directions.
- Read poems aloud together to learn about rhythm and repeated sounds in language.
- Point to the words on the page when you read. Move your finger from left to right.
- Listen to your child read homework or favorite stories to you every day.
- Go to the library together and check out books. Be sure to ask the librarian for good books or to help you find what you need.
- Have books, magazines, and papers around the house and let your child see that you like to read, too.
- Encourage older children to read to younger children.
- Help experienced readers talk and write about what they read.

## Recommended Reading Books

### Recommended Reading for the Early Reader



Bang, Molly.  
**Ten, Nine, Eight.**

Brown, Margaret Wise.  
**Goodnight Moon.**

Burton, Virginia.  
**Mike Mulligan and His Steam Shovel.**

Carle, Eric.  
**The Very Hungry Caterpillar.**

Henkes, Kevin.  
**Julius the Baby of the World.**

Keats, Ezra Jack.  
**The Snowy Day.**

Numeroff, Laura and Felicia Bond.

**If You Give a Mouse a Cookie.**

Opie, Iona/Wells, Rosemary.

**My Very First Mother Goose.**

Potter, Beatrix.  
**The Tale of Peter Rabbit.**

Prelutsky, Jack.  
**Read Aloud Rhymes for the Very Young.**

Williams, Vera.  
**"More, More, More," Said the Baby.**

A suggested reading list for all ages can be found at:  
<http://www.ed.gov/Family/RWN/Activ97/readlist.html>



### Recommended Reading For Grades 1-3

- Allard, Harry. **Miss Nelson Is Missing!**
- Berenstain, Stan and Jan. **The Berenstain Bears Nursery Tales.**
- Blume, Judy. **Freckle Juice.**
- Bridwell, Norman. **Clifford, the Big Red Dog.**
- Cleary, Beverly. **Ramona Quimby, Age Eight.**
- Dahl, Roald **Charlie and the Chocolate Factory.**
- Hoban, Russell. **Bedtime for Frances.**
- Lobel, Arnold. **Frog and Toad Are Friends.**
- McCloskey, Robert. **Make Way for Ducklings.**
- Mosel, Arlene. **Tikki Tikki Tembo.**
- Parish, Peggy. **Amelia Bedelia.**
- Rey, H.A. **Curious George.**
- Sendak, Maurice. **Where the Wild Things Are.**
- Seuss, Dr. **The Cat in the Hat.**
- Sharmat, Marjorie W. **Nate the Great.**
- Silverstein, Shel. **Where the Sidewalk Ends.**
- Sobol, Donald J. **Encyclopedia Brown, Boy Detective.**
- Viorst, Judith. **Alexander and the Terrible, Horrible, No Good, Very Bad Day.**
- Warner, Gertrude. **Boxcar Children.**
- White, E.B. **Charlotte's Web.**
- Wilder, Laura I. **Little House on the Prairie.**
- William, Margery. **The Velveteen Rabbit.**

Multiple reading lists for all ages can be found at:  
<http://www.udel.edu/ETL/RWN/ReadingLists.html>

### 5<sup>th</sup> Grade Recommended Books

<ul style="list-style-type: none"> <li>• A House Called Awful End, Ardagh P</li> <li>• A Long Way From Chicago, Peck R</li> <li>• A Rat's Tale, Seidler T</li> <li>• A Sailor Returns, Taylor T</li> <li>• A Single Shard, Park L</li> <li>• A Wrinkle in Time, L'Engle M</li> <li>• Absolutely Normal Chaos, Sharon Creech</li> <li>• Any Small Goodness, Johnston T</li> <li>• Babe The Gallant Pig, King-Smith D</li> <li>• Because Of Winn-Dixie, Dedicamillo K</li> <li>• Birchbark House, Erdrich L</li> <li>• Bloomability, Sharon Creech</li> <li>• Blubber, Blume J</li> <li>• Born To Fly, Osborn/McConnell</li> <li>• Bridge to Terabithia, Paterson K</li> <li>• Bud, Not Buddy, Curtis C</li> <li>• Charley Skedaddle, Beattie P</li> <li>• Charlie and the Chocolate Factory, Dahl R</li> <li>• Chasing Redbird, Sharon Creech</li> <li>• Danny the Champion of the World, Dahl R</li> <li>• Dovey Coe, Dowell F</li> <li>• Ella Enchanted, Gail Carson Levine</li> <li>• Every Girl Tells A Story, Jones C</li> <li>• Fog Magic, Sauer J</li> <li>• From the Mixed-Up Files of Mrs. Basil E. Frankweiler, Konigsburg E. L.</li> <li>• The Ear, the Eye, and the Arm: A Novel, Farmer N</li> <li>• The Egyptian Box, Curry J</li> <li>• The Enormous Egg, Butterworth O</li> <li>• The Ghost Of Fossil Glen, Cynthia DeFelice</li> <li>• The Giver, Lowry L</li> <li>• The Gold Cadillac, Taylor M</li> </ul>	<ul style="list-style-type: none"> <li>• The Great Turkey Walk, Karr K</li> <li>• The Houdini Box, Seltznick B</li> <li>• The Indian in the Cupboard, Banks L</li> <li>• The Janitor's Boy, Andrew Clements</li> <li>• The Last of the Really Great Whangdoodles, Edwards J</li> <li>• The Lion, The Witch And The Wardrobe, C. S. Lewis</li> <li>• The Midnight Fox, Byars B</li> <li>• The Phantom Tollbooth, Norman Juster</li> <li>• The Sign Of The Beaver, Elizabeth George Speare</li> <li>• The Thief Lord, Funke C</li> <li>• Gentle Ben, Morey W</li> <li>• Ghosts In The Gallery, Wallace B</li> <li>• Grandpa's Mountain, Reeder C</li> <li>• Harry Potter and the Chamber of Secrets, Rowling J</li> <li>• Harry Potter and the Sorcerer's Stone, Rowling J. K.</li> <li>• Harvey Angell, Hendry D</li> <li>• Holes, Sachar L</li> <li>• Honus And Me, Dan Gutman</li> <li>• Iggie's House, Blume J</li> <li>• In The Year Of The Boar And Jackie Robinson, Lord B</li> <li>• Island Of The Aunts, Ibbotson E</li> <li>• Island of the Blue Dolphins, Scott O'Dell</li> <li>• Jacob Two-Two Meets The Hooded Fang, Richler M</li> <li>• James and the Giant Peach, Dahl R</li> <li>• Joey Pigza Swallowed the Key, Gantos J</li> <li>• Matilda, Dahl/Blake</li> <li>• Mick Harle Was Here, Park B</li> <li>• Monsieur Eek, Ives/sweringen</li> <li>• Mr. Tucket, Gary Paulsen</li> <li>• My Side Of The Mountain, George J</li> </ul>	<ul style="list-style-type: none"> <li>• Number the Stars, Lois Lowry</li> <li>• Old Yeller, Gipson F</li> <li>• On My Honor, Marion Dane Bauer</li> <li>• Our Only May Amelia, Jennifer L. Holm</li> <li>• Ozma Of Oz, Baum, L Frank</li> <li>• Regarding The Fountain, Klise K</li> <li>• Skeleton Man, Bruchac J</li> <li>• Soldier's Heart, Gary Paulsen</li> <li>• Star In The Storm, Harlow J</li> <li>• The Birthday Room, Kevin Henkes</li> <li>• The Black Stallion, Farley W</li> <li>• The Borrowers, Norton M</li> <li>• The Castle In The Attic, Elizabeth Winthrop</li> <li>• The Cay, Taylor T</li> <li>• The Diamond In The Window, Langton J</li> <li>• The Dollhouse Murders, Wright B</li> <li>• The Trolls, Horvath P</li> <li>• The Twenty-One Balloons, Dubois W</li> <li>• The Westing Game, Raskin E</li> <li>• The Wish Giver, Brittain B</li> <li>• The Witch Of Blackbird Pond, Elizabeth Speare</li> <li>• The Wonderful Flight to the Mushroom Planet, Cameron E</li> <li>• The Year of Miss Agnes, Hill K</li> <li>• Time Stops For No Mouse, Hoeye M</li> <li>• Tolver's Secret, Brady E</li> <li>• Tuck Everlasting, Babbitt N</li> <li>• Walk Two Moons, Sharon Creech</li> <li>• Walking To The Bus Rider, Blues, Robinet H</li> <li>• Weasel, Cynthia DeFelice</li> <li>• When Zachary Beaver Came to Town, Kimberly Willis Holt</li> <li>• Who Stole The Wizard Of Oz?, Avi</li> </ul>
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This list was taken from: <http://www.hedgehogbooks.com/cgi-local/cart/grade.cgi?grade=5>



### 7<sup>th</sup> And 8<sup>th</sup> Grade Recommended Reading List

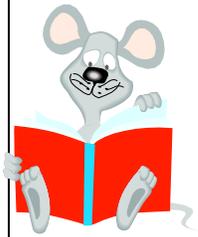
- A Single Shard, Park L
- Among The Hidden, Haddix M
- Any Small Goodness, Johnston T
- Artemis Fowl, Colfer E
- Artemis Fowl: The Arctic Incident, Colfer E
- Belle Prater's Boy, White R
- Daughter of Venice, Napoli D
- Down A Dark Hall, Lois Duncan
- Fair Weather, Peck R
- Getting Near To Baby, Couloumbis A
- Harry Potter and the Chamber of Secrets, Rowling J
- Homeless Bird, Whelan G
- Hope Was Here, Bauer J
- Journey To The River Sea, Ibbotson E
- Just Ella, Haddix M
- Kit's Wilderness, Almond D
- Matilda Bone, Cushman K
- Monsieur Eek, Ives/sweringen
- Phoenix Rising, Hesse K
- Skeleton Man, Bruchac J
- Skellig, Almond D
- Stargirl, Spinelli J
- Stowaway, Hesse K
- Terrain, Seidler T
- The Art of Keeping Cool, Lisle J
- The Dark Is Rising, Susan Cooper
- The Diary Of A Young Girl, Anne Frank With An Introduction By Eleanor Roosevelt
- The Ear, the Eye, and the Arm: A Novel, Farmer N
- The Egypt Game, Ziapha K. Snyder
- The Folk Keeper, Billingsley F
- The Girls, Koss A
- The House Of Dies Drear, Virginia Hamilton Illustrated By Eros Keith
- The Outsiders, Hinton S
- The Princess Diaries, Cabot M
- The Sands Of Time, Hoeye M
- The Seeing Stone, Crossley-Holland
- The Slave Dancer, Paula Fox
- The True Confessions of Charlotte Doyle, Avi
- The Waterstone, Rupp R
- The Westing Game, Raskin E
- The Winter Room, Paulsen G
- Tiger Eyes, Blume J
- Time Stops For No Mouse, Hoeye M
- We Were There, Too!, Hoese P
- Where The Red Fern Grows, Wilson Rawls



This list can be found at: <http://www.hedgehogbooks.com/cgi-local/cart/grade.cgi?grade=7>

# Just Right Reading Books – Determining The Level

## Tips On Selecting Age Appropriate Books:



**1-Look at the book and see if an age is given. Books that state they are good for all ages are mainly for older teens and adults and are not right for younger children.**

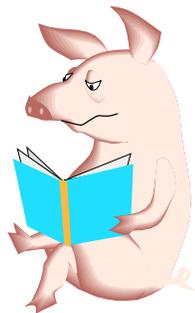
**2-At a bookstore ask a clerk for help in selecting the best books for the age of the child or children you are buying for.**

**3-Ask a librarian for suggested books for the child's age. She may have a free list of**

**4-Take the child with you and see what books are selected. Let the child read some of the books out loud and then ask for an explanation of what was read. Knowing the words is not the same as understanding the meaning.**

**5-If your child is in school ask the teacher for a suggested reading list. The school media person also can help you.**

Adapted from "Great age appropriate book list s," Copyright 2001 by PageWise, Inc. The entire article may be found at: [http://nhnh.essortment.com/greatbookslst\\_rtcb.htm](http://nhnh.essortment.com/greatbookslst_rtcb.htm)



## Choosing The Best Book For Your Child

Reading the right book at the right time is crucial to your child's experience. For read-alouds, choose appealing tales that build basic literacy skills. When buying books for independent readers, strike a balance between fun, learning, and challenging. Use our age-by-age guideline to different formats and subjects to help you choose the right reads.

- Grades K to 2**  
 Choose several kinds of picture books — some with text at his reading level, which he can tackle alone, and others with more difficult sentences and vocabulary, which you can read and discuss together. Introduce basic chapter books, which feature large, simple text and illustrations on each page, for lap or bedtime reading. Be sure to include plenty of fantasy in your child's reading diet, including classic fairy tales and their contemporary parodies. Kids this age love animal stories, such as the Frog and Toad, Catwings, or Arthur chapter books; they also gravitate toward tales starring favorite characters. Read-aloud poetry like Mother Goose will enchant your beginning reader with sounds and rhythms that reinforce literacy skills. When choosing realistic fiction, pick stories starring children a year or two older than your child.
- Grades 3 to 5**  
 Mix fiction and nonfiction that follows her fascinations. Young history buffs can travel back in time with Dear America diaries, and kids curious about how things work will enjoy science adventures aboard The Magic School Bus. If she's having difficulty making the transition from picture to chapter books, try to hook her with basic chapter books, which offer easy-to-read, large-print text and illustrations on each page. Also try series fiction like Harry Potter or the Powerpuff Girls, and humor stories like Captain Underpants.
- Middle-Schoolers**  
 If your child's an avid reader, introduce classic books that contain elevated language into his bookshelf, like *The Wind in the Willows*. For less enthusiastic readers, try lighter series fiction that will keep him reading to find out what happens. Choose a variety of action and adventure titles, including fantasies like Deltora Quest and the extreme reality fiction you see in the Everest series. Books exploring teen's social struggles and general adolescent angst may also strike a chord with reluctant readers. Middle-schoolers tend to prefer protagonists who are in high school.

This selection can be found online at: <http://www.scholastic.com/smartparenting/timetgether/shop/oldbooks.htm>

## The San Diego Quick Assessment

The list in which a student misses no more than one of the ten words is the level at which he/she can read independently.

- > Two errors indicate his/her instructional level.
- > Three or more errors identify the level at which reading material will be too difficult for him/her.

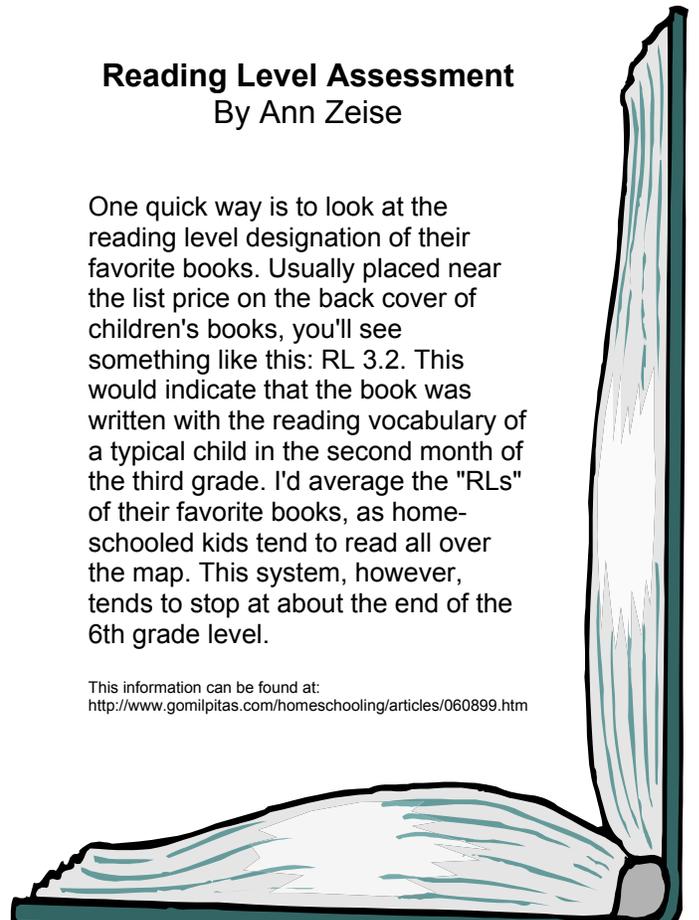
<b>First Grade</b> road live thank when bigger how always night spring today	<b>Second Grade</b> our please myself town early send wide believe quietly carefully	<b>Third Grade</b> city middle moment frightened exclaimed several lonely drew since straight	<b>Fourth Grade</b> decided served amazed silent wrecked improved certainly entered realized interrupted
<b>Fifth Grade</b> successful business develop considered discussed behaved splendid acquainted escaped squirring	<b>Sixth Grade</b> bridge commercial abolish trucker apparatus elementary comment necessity gallery relativity	<b>Seventh Grade</b> amber dominion sundry capillary impetuous blight wrest enumerate daunted condescend	<b>Eighth Grade</b> capacious limitation pretext intrigue delusion immaculate ascend acid binocular embankment
<b>Ninth Grade</b> conscientious isolation molecule ritual momentous vulnerable kinship conservatism jaunty inventive	<b>Tenth Grade</b> zany jerking nausea gratuitous linear inept legality aspens prevaricate barometer	<b>Eleventh Grade</b> galore rotunda capitalism amnesty risible exonerate superannuate luxuriate piebald crunch	

This information can be found online at: <http://www.gomilpitas.com/homeschooling/articles/060899.htm>

## Reading Level Assessment By Ann Zeise

One quick way is to look at the reading level designation of their favorite books. Usually placed near the list price on the back cover of children's books, you'll see something like this: RL 3.2. This would indicate that the book was written with the reading vocabulary of a typical child in the second month of the third grade. I'd average the "RLs" of their favorite books, as home-schooled kids tend to read all over the map. This system, however, tends to stop at about the end of the 6th grade level.

This information can be found at:  
<http://www.gomilpitas.com/homeschooling/articles/060899.htm>



## Reading Tips

The information in this section is unavailable due to copyright law.

FamilyEducation.com has an interactive website for parents. In this article Cindy Bond has written ten ways to get kids to read. Here are some of her tips:

Show your kids that reading will introduce them to new people, take them to faraway places, and let them travel through time. Start a family or neighborhood book group.

Print bookmarks and your kids will never lose their place again!

Make the connection between fact and fiction for your kids. If they loved *Stellaluna*, point them toward this quiz on bats.

Be sneaky! Take our kids on a "book nick." It's kind of like a picnic, only better!

Remember that practice makes perfect. Help your kids practice rhyming words, drawing lines and shapes, and moving their eyes and hands from left to right.



For the exact website for Cindy's article please refer to:  
<http://www.familyeducation.com/article/0,1120,67-15015,00.html>

RMC Research Corporation. 1999. *Help at Last: Monthly Activities for Family Involvement in Learning.*

### These Listening Activities Can Help Your Child With The Skills Of Reading

Being able to concentrate and listen is an important part of preparing to read. It improves memory and helps the child understand his or her environment.

1. Ask your child to listen to a nursery rhyme and then do the actions while saying the words out loud.
2. Help your child to discriminate between sounds and to relate sounds to objects. For instance, record different sounds on to a tape, e.g. the rattle of a bunch of keys, the clatter of dinner plates etc. Ask your child to listen carefully and then identify the sounds.
3. Encourage your child to match familiar sounds to facial expressions. Play miming games with your face, e.g. cry, yawn, whistle.
4. Play "odd one out" word games. Make them easy to start off with.



This selection was taken from an article that can be found online at:  
[http://lala.essortment.com/childreadingti\\_rvve.htm](http://lala.essortment.com/childreadingti_rvve.htm)

Parents can make reading with their children part of the daily routine. Reading together in the evening can become an important part of the bedtime ritual. Here are some additional suggestions for making reading together a pleasurable experience.

**Make Reading Part of Every Day** - Read at bedtime or on the bus.

**Have Fun** - Children who love books learn to read. Books can be part of special time with your child.

**A Few Minutes is OK** - Young children can only sit for a few minutes for a story, but as they grow, they will sit longer.

**Talk About the Pictures** - You do not have to read the book to tell a story.

**Let Your Child Turn the Pages** - Babies need board books and help to turn pages, but your three year-old can do it alone.

**Show Your Child the Cover Page** - Explain what the story is about.

**Show Your Child the Words** - Run your finger along the words as you read them.

**Make the Story Come Alive** - Create voices for the story characters and use your body to tell the story.

**Ask Questions About the Story** - What do you think will happen next? What is this?

**Let Your Child Ask Questions About the Story** - Use the story as an opportunity to engage in conversation and to talk about familiar activities and objects.

**Let your Child Tell the Story** - Children as young as three years old can memorize a story and many children love an opportunity to express their creativity.

These tips can be found at: [http://www.reachoutandread.org/resource\\_tip.html](http://www.reachoutandread.org/resource_tip.html)

**School – Home Links**

**Grade 1**

The information in this section is unavailable due to copyright law.

The information in this section is unavailable due to copyright law.

Also available online at: <http://www.ed.gov/pubs/CompactforReading/index.html#links>  
Ginsburg, A., Russo, M., Thompson-Hoffman, S., Topolovac E. 1999. *School-Home Links Reading Kit.*

Also available online at: <http://www.ed.gov/pubs/CompactforReading/index.html#links>  
Ginsburg, A., Russo, M., Thompson-Hoffman, S., Topolovac E. 1999. *School-Home Links Reading Kit.*

**Grade 2**

The information in this section is unavailable due to copyright law.

**Grade 3**

The information in this section is unavailable due to copyright law.

Also available online at: <http://www.ed.gov/pubs/CompactforReading/index.html#links>  
Ginsburg, A., Russo, M., Thompson-Hoffman, S., Topolovac E. 1999. *School-Home Links Reading Kit.*

Also available online at: <http://www.ed.gov/pubs/CompactforReading/index.html#links>  
Ginsburg, A., Russo, M., Thompson-Hoffman, S., Topolovac E. 1999. *School-Home Links Reading Kit.*

# Ways To Teach Math

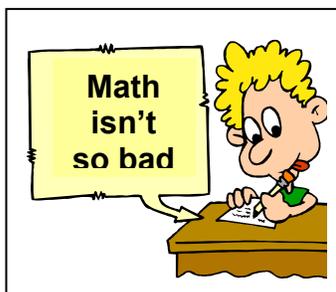
## Making Multiplication Tables Fun!

The best tactic when tackling those times tables is to use several different strategies for memorization.

Flashcards - Shuffle them and deal them like a card game. Each player lays a card down, and the first person to say the correct answer wins the hand...but the loser takes the cards. The person who ends up with no more cards wins the game.

Another fun game requires more people. Have each child keep his own score. Hold up a flashcard and the first person to shout the answer wins a point. The first person to earn 100 points wins a prize. Dole out second, third, and fourth prizes, too, because it's important that everyone's efforts be recognized.

Remember, the multiplication tables are the building blocks of all modern math, algebra, and geometry. The better and faster a child can recall these facts, the easier the more advanced math will become in the future.



### Tips:

-Always reward your child when he masters a new set of math facts.

-Don't overdo it!

-Challenge your child to meet goals and reward him when he achieves them.

This was adapted from: [http://mama.essortment.com/teachmultiplica\\_rsgv.htm](http://mama.essortment.com/teachmultiplica_rsgv.htm)

## Making Subtraction Fun!



Adapted from an article written by *Chrystal McCoy*

Subtraction is a concept that many children have difficulty with. Adding things together seems to come naturally, but taking things away causes confusion for a lot of young minds. This can lead to a break in self-esteem as well as lagging confidence. There are ways to avoid this by keeping your child interested in subtracting and showing them how to have fun with it.

**Play games backward.** When you play simple children's games with your child, try starting at the end and playing backwards. This way they must subtract their spaces instead of adding them. Get them to vocalize what they are subtracting as they move their game piece.

**Break the bank with pennies and dice.** This is a game in which you use a large supply of pennies and one die. You start with a designated amount of pennies. For those children who are just starting out, ten is best. You can use more as your child develops his understanding of subtraction. You take turns rolling the die. Then, you must take away that many pennies from your pile.

**Drawing and painting.** Allow your child to paint or draw a picture containing any amount of objects. After the picture is complete, have him roll a die. Then, he must erase or cross out or wipe out that many objects and write a number sentence about what he did with his art.

**Pencil and paper practice.** When you are sitting down with your child to practice facts with pencil and paper, allow her to use small objects from around the house as counters. Some of these objects can include paperclips, dried pasta curls, buttons, bolts, nuts, screws, bobby pins, crayons, or small toys such as army men.

The entire article can be found at: [http://nd.essortment.com/mathchildren\\_rds0.htm](http://nd.essortment.com/mathchildren_rds0.htm)

## Encourage Excitement For Adding!

There are some very easy ways to get your child excited about learning how to add.

First, make sure your child is comfortable with counting and number recognition. Having a strong foundation in counting and number recognition will make adding a lot easier for you and for the child learning.

**Dominoes** - The dots are right there in front of them and you can show your child how to match the numeral symbol with the amount of dots.

**Dice** - Take turns rolling the dice and recording an addition sentence. If the child gets the addition problem correct, he or she gets another turn.

**Cards** - By drawing two cards (take out the face cards) and placing them next to each other, you and your child can discuss and discover all the different combinations represented in the pair of cards.

**Counters** - Some things you can use as counters are Legos, bread tabs, screws, nuts, bolts, milk jug caps, jelly beans, M & M's, Teddy Grahams, Goldfish crackers, Cheezits, or any other small item that you can think of. Food works wonders because you can always use the incentive that they get to eat their work when they are finished.

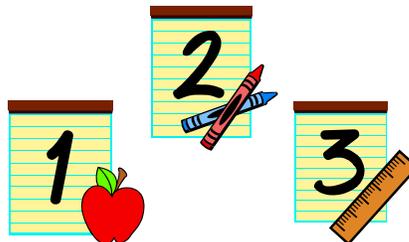


This list has been adapted from an article written by *Chrystal McCoy*.

The entire article can be found at:  
[http://caca.essortment.com/teachingchildre\\_rbyv.htm](http://caca.essortment.com/teachingchildre_rbyv.htm)

## What Can Parents Do About Math

-  Check the homework
-  Talk to the teacher
-  Realize that most kids will "get it" with a little extra help
-  Reward even the small steps and stay patient
-  Use flash cards
-  Incorporate addition into everyday activities
-  Use real life examples to help kids understand problem solving, multiplication, division, fractions, and percentages
-  Make songs and rhymes about math facts



More resources for parents can be found at:  
[http://ksks.essortment.com/mathactivities\\_rcql.htm](http://ksks.essortment.com/mathactivities_rcql.htm)

## Ways To Teach Math (2)

### Fun Games That Can Teach Math

- ❖ **Yahtzee®** - Some of the disciplines used in the game include addition and multiplication. This game is also great for improving deductive reasoning skills, a necessary component in developing skills for more involved mathematics.
- ❖ **Monopoly®** - this is especially beneficial if you let the child be the "Banker."
- ❖ **Dominos** - for younger students, just allowing them to build with dominos triggers math-related thinking
- ❖ **Scrabble®** - why not incorporate addition and spelling?
- ❖ **Card games** - like Rummy, Go Fish, Solitaire
- ❖ **Math software programs**



This list was created from an article written by Carol Tilley-Williams. Find the entire article at: [http://akak.essortment.com/funwithmath\\_rxwt.htm](http://akak.essortment.com/funwithmath_rxwt.htm)

### Fun Things To Use at Home To Teach Math

Using simple items from around the house, parents can easily help their children learn math skills.

#### A Deck of Cards:

- Play the card game War, except lay down two cards each and either add them or multiply them and whoever has the largest sum or product wins the cards.
- Play a speed challenge with two or more children. Lay two cards down and the first one to give the correct answer to the product or sum wins those cards.
- Give them a set of cards from Ace (which will be the number one) to ten. Mix them up and have the child add them. He can tell immediately if he made a mistake because the answer will always be 55. Alternatively, start with 55 and have the child subtract the cards and if he is right, he will always get zero when the last card is presented.

#### Money:

- Open a savings account. Even very young children can open a joint savings account with their parents. Teach her how to balance the statement she receives in the mail.
- Teach your child how to write checks and then on the day you pay bills, let her write the checks and help balance the checkbook. Children love helping out on what they consider to be a very adult job.
- Have your child cut out coupons that you will use at the grocery and then give her the money that you saved. Encourage her to put this money in her savings account.

#### In The Kitchen:

- Help your child learn all about fractions by cooking and using measuring cups and spoons.
- Use sugar cubes to help learn about volume. Take small boxes and see how many sugar cubes fit inside it and record it. Then take other boxes and fill them and soon they will see what volume in math means.
- Teach how to read nutrition labels.
- Use candy such as M & Ms to divide into color piles and write down what fraction of the whole is yellow, how many are red, etc.

These ideas have been adapted from: [http://nene.essortment.com/arithmeticteach\\_rumn.htm](http://nene.essortment.com/arithmeticteach_rumn.htm)

### Amusing Math

Have your child bounce a ball for each number in a math fact, for example bouncing a ball 3 times, and then 5 times for the math fact 3 plus 5.

Pick a number and have your child tell you all the math facts that total that number, either addition, subtraction or multiplication.

Play bingo, with the math facts that add up to numbers on their cards. This can be used with any number of children, and if you have small prizes for a 'bingo' would make a great party game. Older children can have multiplication facts only.

Have a speed race, how fast can your child recite the addition facts that start with 2+ up to 15? Time them and see if they can go faster. This will also work with multiplication.

Have them try to teach the puppet the math facts; of course it will take several tries before the puppet gets them right.

Have your child tell you how many plates and forks you need for dinner.

Doing addition and subtraction for everyday chores and activities will help reinforce the learning and help them to see the need for it on a daily basis.

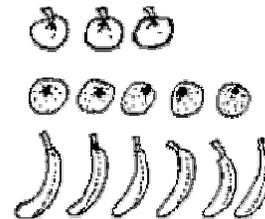


Adapted from: [http://www.essortment.com/kidsmathgames\\_rwfe.htm](http://www.essortment.com/kidsmathgames_rwfe.htm)

### Fun Math Activities

#### Fruit Graph - for young children

1. Empty your grocery bag onto the kitchen table or counter and have your child group the fruits by type: apples, bananas, oranges, etc.
2. Have your child count each type of fruit.
3. Have your child make a graph with the fruit by putting it in rows on the table:



#### Money Match

for beginning mathematicians

1. The object of the game is to be the first player to earn a set amount (for example, 20 or 50 cents).
2. Each player rolls the dice and gets the number of pennies of the number shown on the dice.
3. As each player gets 5 pennies, the pennies are replaced by a nickel, and 10 pennies are replaced by a dime.
4. The first player to reach the set amount wins.



These and other activities can be found at: <http://www.ed.gov/pubs/parents/LearnPtnrs/math.html>

# Simple Things You Can Do



## Simple Things Teachers Can Do

**Rigorously teach reading and writing skills and the core academic subjects.** Focus reading activities on developing higher-order thinking skills as well as on basic skills. Compare your reading curriculum and materials with those of the most successful schools and the best state standards.

**Set high expectations for your students and encourage families to do the same.** If you expect a lot from your students, they will work to meet your expectations and expect more of themselves. Consult with appropriate school or district staff on how to extend high expectations to include students with learning challenges and special needs.

**Encourage students to read at home with their families.** Provide suggested age-graduated children's book lists to families. Families are often unsure of the level at which their child reads; book lists can help them choose books of appropriate difficulty, and provide examples of high-quality children's books. Develop a rewards system for students who take books home, read with their families, and report back on the books they have read.

**Plan a field trip to the local library.** Contact the head librarian to arrange for a guided tour and explanation of how students can use the library. Have all students sign up for their own library cards during this visit. If any of your students have visual, hearing, or learning disabilities, tell the librarians before the visit so that they can make the necessary accommodations. Ask about special resources such as books on tape, sign-language interpreters, books in Braille or large print, and accessibility for wheelchairs.

**Encourage students to go to the school library and to the local library after school.** Such visits will help develop a link in the child's mind between free time and reading. Work with the school librarian or media specialist to place a collection of age-appropriate books on topics of high interest to your students in a special area.

**Use interesting community settings to stimulate reading and writing.** Organize students and their families to conduct an oral history project, a history or case study of their school, or a neighborhood project that involves collecting local stories or recipes for a community cookbook.

**Have students frequently work in groups.** Group work allows students with varying levels of literacy and language proficiency to both gain from and contribute to each other's learning. Rotate group members regularly to ensure that students work with all of their classmates.

**Encourage the academic achievement of students with limited English proficiency.** Include books in the native languages of students in the classroom library. Obtain or develop appropriate native language materials and technology for classroom use. Provide daily opportunities for students to read and write in both their first and second languages.

Adapted from: <http://www.ed.gov/pubs/SimpleThings/schools.html>

## Steps You Can Take To Improve Your Children's Education

### Read together

Children who read at home with their parents perform better in school. Show your kids how much you value reading by keeping good books, magazine, and newspapers in the house. Let them see you read. Take them on trips to the library and encourage them to get library cards. Let children read to you, and talk about the books.

### Use TV wisely

Academic achievement drops sharply for children who watch more than 10 hours of television a week, or an average of more than two hours a day. Parents can limit the amount of viewing and help children select educational programs. Parents can also watch and discuss shows with their kids. This will help children understand how stories are structured.

### Establish a daily family routine with scheduled homework time

Studies show that successful students have parents who create and maintain family routines. Make sure your child goes to school every day. Establish a regular time for homework each afternoon or evening, set aside a quiet, well lit place, and encourage children to study.

### Talk to your children and teenagers -- and listen to them, too

Talk directly to your children, especially your teenagers, about the dangers of drugs and alcohol and the values you want them to have. Set a good example. And listen to what your children have to say. Such personal talks, however uncomfortable they may make you feel, can save their lives.

### Keep in touch with the school

Parents cannot afford to wait for schools to tell them how children are doing. Families who stay informed about their children's progress at school have higher-achieving children. To keep informed, parents can visit the school or talk with teachers on the telephone. Get to know the names of your children's teachers, principals, and counselors.

### Use community resource

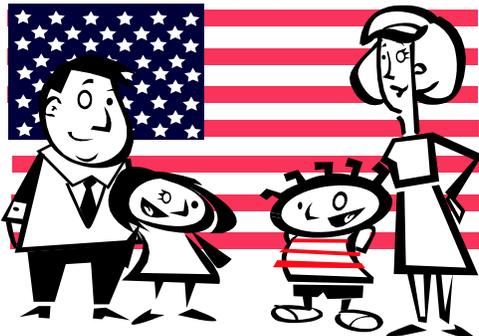
Activities sponsored by community and religious organizations provide opportunities for children and other family members to engage in positive social and learning experiences. Family-oriented community resources may include health care services, housing assistance, adult education, family literacy, and employment counseling. Families can reinforce their children's learning by going to libraries, museums, free concerts, and cultural fairs together.



This selection was adapted from: <http://www.ed.gov/pubs/PFIE/families.html>

## Simple Things Families Can Do To Help

- Read to and with your children for 30 minutes every day.
- Talk with infants and young children before they learn to read.
- Help your children to read on their own.
- If your child has a developmental delay, your child may find reading frustrating.
- Help your child to see that reading is important.
- Set up a reading area in your home.
- Give your children writing materials.
- Read and write with your children in their native language.
- Talk with your children as you do daily activities together.
- Ask your children to describe events in their lives.
- Restrict the amount and kind of TV your children watch.
- Keep track of your children's progress in school.
- Become a learning partner/reading tutor to a child in your neighborhood or from your local elementary school.
- Help start a community reading program.



More information can be found at: <http://www.ed.gov/pubs/SimpleThings/family.html>

## Simple Things Grandparents Can Do To Help

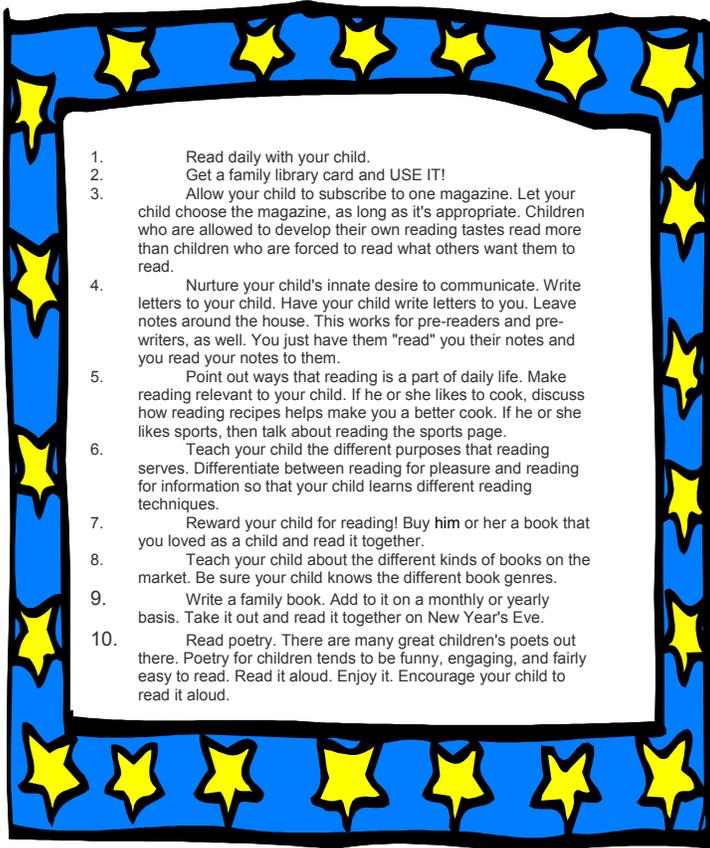


- ✓ Become a learning partner/reading tutor to a child in your neighborhood or from your local elementary school.
- ✓ Start a community reading program.
- ✓ Ask your public librarian how you can help at your local library.
- ✓ Encourage community businesses and nonprofit organizations to help support community reading programs.
- ✓ Develop a monthly program at your library, school, or community center in which seniors discuss their oral histories with children.
- ✓ Be supportive of school, community, and state efforts to meet high reading academic standards.

If you would like more information, please refer to: <http://www.ed.gov/pubs/SimpleThings/senior.html>

# Motivating Children

## How Can You Develop A Child's Love For Reading? Here Are Some Tips:



These motivating tips and more can be found at: <http://www.indoindians.com/kids/motivating.htm>

### Here Are Several Things You Can Do To Encourage Your Kids To Read Books

- You can begin inspiring your child to read from the very day he/she is born. **Read aloud to your infant.** Read the newspaper, a note from a friend, your favorite novel, the back of a cereal box. Every opportunity you get, just read.
- **Read your child storybooks at bedtime.** This will also set a daily routine and encourage quality time together with your child. Buy baby books and read them together. Let your child turn the pages and point to words and pictures as you read. Reading like this can help your child learn to talk. You may find him memorizing his favorite stories and telling them himself.
- Making your child **familiar with books** and reading will give them a head start when beginning school. They may already know their ABCs or even be able to write their name and other small words. They will be familiar with sitting quietly and being read to. And, in later grades, they will have an easier time with homework.
- **Get your child a library card.** Make regular visits and encourage your child to check out different types of books. Teach your child the rules of the library and respect for books.
- As your child gets older and needs to do research for a school project, encourage them to break away from the Internet and do some **research from the library as well.**
- You can even create a household reading program, giving your child **incentive to read more.** The reward can depend on your child's age and interests. You could create a chart together and place stickers or write in titles whenever you child reads another book. Your child can earn "points" which he/she can redeem for prizes or favors such as NO HOUSEWORK FOR A WEEK. Older children may prefer allowances of money. Tell the prize and the requirement up front according to your child's abilities and stick with it.
- **Restrict your child's TV and video game time.** Allow a certain amount of time each day (or week). Don't leave the TV on constantly. Only turn it on for shows you really want to see. Don't channel surf. Read the TV GUIDE or the Preview Channel to see what's playing.
- Most important in encouraging your child is to **set a good example.** Read yourself and let your child see you read. Subscribe to magazines. Let your child choose magazines they will enjoy. You can even read together as a family.

Go ahead and give the gift of reading to your child today. It will mean far more in the future than you can ever imagine.

Adapted from: [http://lala.essortment.com/waystogetki\\_rvstf.htm](http://lala.essortment.com/waystogetki_rvstf.htm)

## A List of Possible Reading Incentives

- |   |  |
|---|--|
| ➤ <a href="#">Back Pack</a>                 | ➤ <a href="#">Friendship Bracelets</a> |
| ➤ <a href="#">Balloons</a>                  | ➤ <a href="#">Sports Bottles</a>       |
| ➤ <a href="#">Patches</a>                   | ➤ <a href="#">Gel Pens</a>             |
| ➤ <a href="#">Bean Bags</a>                 | ➤ <a href="#">Highlighter Pens</a>     |
| ➤ <a href="#">Pencil Pouches</a>            | ➤ <a href="#">Stadium Cups</a>         |
| ➤ <a href="#">Pencil Sharpeners</a>         | ➤ <a href="#">Stickers</a>             |
| ➤ <a href="#">Pencils &amp; Pens</a>        | ➤ <a href="#">Library Card</a>         |
| ➤ <a href="#">Bookmarks</a>                 | ➤ <a href="#">Wallets</a>              |
| ➤ <a href="#">Bubbles &amp; Bubble Pens</a> | ➤ <a href="#">T-Shirts</a>             |
| ➤ <a href="#">Buttons</a>                   | ➤ <a href="#">Temporary Tattoos</a>    |
| ➤ <a href="#">Photo Frames</a>              | ➤ <a href="#">Locker Mirrors</a>       |
| ➤ <a href="#">Calculators</a>               | ➤ <a href="#">Tote Bags</a>            |
| ➤ <a href="#">Caps &amp; Visors</a>         | ➤ <a href="#">Magnets</a>              |
| ➤ <a href="#">Radios</a>                    | ➤ <a href="#">Yo-Yos</a>               |
| ➤ <a href="#">Bracelets</a>                 | ➤ <a href="#">Key Chains</a>           |
| ➤ <a href="#">Rulers</a>                    | ➤ <a href="#">Stencils</a>             |
| ➤ <a href="#">Note Pads</a>                 | ➤ <a href="#">Kick Sacks</a>           |
| ➤ <a href="#">Puzzles</a>                   | ➤ <a href="#">Shoe Laces</a>           |
| ➤ <a href="#">Decals</a>                    | ➤ <a href="#">Erasers</a>              |
| ➤ <a href="#">Scratch Pads</a>              | ➤ <a href="#">Sidewalk Chalk</a>       |



## Reading Incentive Programs Your Child Be Involved In!

Accelerated Reader

Book-It

Get Caught Reading

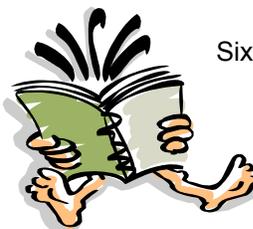
Junior Great Books

Read Across America

Scholastic Reading Counts

Pizza Hut Book-It

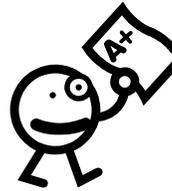
Six Flags Read to Succeed



Check with your child's school or nearest library to see what reading programs are available for your child to participate.

## Homework/Study Tips

The information in this section is unavailable due to copyright law.



### Math Homework Tips For Parents

- Encourage your child to use a daily math assignment book.
- Follow the progress your child is making in math. Check with your child daily about his homework.
- If you don't understand your child's math assignments, engage in frequent communication with his or her teacher.
- If your child is experiencing problems in math, contact the teacher to learn whether he or she is working at grade level and what can be done at home to help improve academic progress.
- Request that your child's teacher schedule after-school math tutoring sessions if your child really needs help.
- Advocate with the principal for the use of research-based peer tutoring programs for math. These tutoring programs have proven results and students really enjoy them.
- Use household chores as opportunities for reinforcing math learning such as cooking and repair activities.
- Try to be aware of how your child is being taught math and don't teach strategies and shortcuts that conflict with the approach the teacher is using. Check in with the teacher and ask what you can do to help. Ask the teacher about online resources that you can use with your child at home.
- At the beginning of the year, ask your child's teacher for a list of suggestions that will enable you to help your child with math homework.



RMC Research Corporation. 1999. *Help at Last: Monthly Activities for Family Involvement in Learning.*

This information can be found at:  
<http://www.nochildleftbehind.gov/parents/homework/home4.html>

### Reading Homework Tips For Parents

- Have your child read aloud to you every night.
- Choose a quiet place, free from distractions, for your child to do his nightly reading assignments.
- As your child reads, point out spelling and sound patterns such as cat, pat, hat.
- When your child reads aloud to you and makes a mistake, point out the words she has missed and help her to read the word correctly.
- After your child has stopped to correct a word he has read, have him go back and reread the entire sentence from the beginning to make sure he understands what the sentence is saying.
- Ask your child to tell you in her own words what happened in a story.
- To check your child's understanding of what he is reading, occasionally pause and ask your child questions about the characters and events in the story.
- Ask your child why she thinks a character acted in a certain way and ask your child to support her answer with information from the story.
- Before getting to the end of a story, ask your child what he thinks will happen next and why.



For more information on this topic please refer to: <http://www.nochildleftbehind.gov>

The information in this section is unavailable due to copyright law.

RMC Research Corporation. 1999. *Help at Last: Monthly Activities for Family Involvement in Learning.*

# Helping Your Child Succeed



## 10 Ways To Help Your Child Succeed



### 1. Lets Talk–Talk with your child

If we talk early and often with our children, providing them with information and behaving in ways that reflect our values and beliefs, they will come to us first before going elsewhere for information.

### 2. Reach for the sky–Set high but realistic expectations

Taking some time to really look at our children and notice their strengths, talents, and interests, as well as areas where they need assistance, will help them develop realistic self-expectations, thus making them feel and be successful.

### 3. I'm OK, You're OK–Build your child's self-esteem and confidence

As children act independently, make choices and mistakes, they learn and grow. Thinking positively about accepting our children unconditionally as they move through this process helps them develop a positive self-concept.

### 4. An apple a day–Keep your child healthy

In today's changing economy the need for advanced skills and technical knowledge is growing. Showing our children that we value learning and education is important and will pay off in the long run as they mature.

### 5. Parents, the first teachers–Support learning at home

The world is your children's oyster. By encouraging your children to develop their interests and seek out opportunities to try new things you help them make the most of the world around them.

### 6. Getting connected! –Communicate with your child's school

Frequent communication with your children's teachers and school is the key to academic success. Attending parent-teacher conferences, school events, PTA meetings, and sending notes or e-mail messages to pertinent school staff helps foster good relationships that support your children's learning.

### 7. Oh, the places we'll go! –Encourage exploration and discovery

All children want to fit in, be accepted, and feel like they belong. Helping your children develop good relationships can have a positive impact on their future development.

### 8. Circle of friends–Help your child develop good relationships

All children want to fit in, be accepted, and feel like they belong. Helping your children develop good relationships can have a positive impact on their future development.

### 9. Stavin' alive–Keep your child safe

By identifying potential risks and giving clear instructions to your children on how to avoid such risks, children can side step danger by knowing what to do in threatening situations. Talking to children about safety also increases their understanding of violence and the need for practicing behaviors.

### 10. Can I help? –Participate in community service

Your children's knowledge and talents, while nourished in the classroom, are recognized when put to good use. Children learn valuable lessons when helping others through volunteerism and community service.

More resources on this topic plus this interactive article are available at:  
[http://www.pta.org/parentinvolvement/helpchild/pl\\_10ways.asp](http://www.pta.org/parentinvolvement/helpchild/pl_10ways.asp)

## 20 Tips For Success In School

1. Eat a good breakfast every morning; don't let them skip breakfast.
2. Wake them up early enough to get up on time so they are not tardy! Even if that means waking them up 15 or 30 minutes earlier than they used to wake up.
3. Be sure your child gets a good night's sleep. Turn in early.
4. Have them prepare all of their things the night before, including clothes or uniforms, socks, shoes, book sacks, homework assignments in book sacks, etc. down to the finest details, even hair accessories.
5. Children should keep their book sacks, desks and rooms organized so they can find what they need easily and nothing gets lost.
6. Praise your children, encourage them, use positive reinforcement, and work closely with them. Let them know that you are available to help if needed.
7. Create a study routine for your child. A good rule of thumb is to have them do their homework right when they get home.
8. Go over homework together.
9. Check their book sacks for notes, missed assignments, book orders, etc.
10. Promote healthy habits like healthy snacks, low in sugar, fresh fruits, and vegetables.
11. Children should ask questions. Don't be afraid to ask questions. That is how we learn.
12. A stress free child is a happy child. A happy child will do better in school.
13. Children should start reviewing notes at least three days before a test. Don't wait until the night before or worse, the day of the test to study for it.
14. Children should write down their assignments carefully. Have the number of a few classmates in case you forget to write it down.
15. Parents, be a role model to your children. Your children learn from you. Be positive and supportive of the school system and teachers.
16. Have your child read to you often and regularly.
17. Have them put all of their things in their room right when they get home. This will alleviate the chances of losing or misplacing something. More time is wasted looking for a lost shoe or where they put their book sack.
18. Children should take notes when the teacher repeats something, tells them to write it down or that is very important or will be on a test, or if she writes it on the board.
19. Don't cheat, don't be lazy, do your projects and assignments like reports, ahead of time. Study and learn, you will be proud of yourself.
20. During tests, read all of the directions, follow directions, read the questions carefully, and double check your answers if you have time after you are done.

Learn more about these tips online at: [http://ne.essortment.com/tipsforsuccess\\_rthm.htm](http://ne.essortment.com/tipsforsuccess_rthm.htm)

## 10 Steps To Get Better Grades In School

Every parent knows that success in school is important for success in adult life. Parents want to help ensure that success, but what, exactly, can they do to help? Here are ten steps to helping your child succeed in school this year.

1. Develop a schedule. Many families today are incredibly busy. In the rush to meet all the demands upon each family member from school, work, sports, arts and socializing - school sometimes gets crowded to the rear. One way to prevent that from happening is to develop a firm but flexible schedule - allowing sufficient time to meet each of the essentials.
2. Don't overextend. Many times, when a family begins creating a schedule, it becomes clear that there are simply too many activities to fit. School success may require being a little less involved in extra-curricular activities. It may also mean that parents find they have to cut a few of the extras out of their lives, too.
3. Get plenty of rest. Many students simply do not get enough sleep. Eight hours is actually the minimum number of hours a child should sleep each night. It is best to get more sleep. And don't count on weekends to "catch up" on missed sleep. It simply doesn't work that way. Adequate sleep is needed for each day to ensure optimal school performance.
4. Eat right. Poor nutrition and skipped meals lead to the same feelings of exhaustion and weakness that come from lack of sleep. Schedule in meals that include a good breakfast and minimal fast food. Make sure there are plenty of healthful snacks available for after school - like fruit, raw veggies, cheese and pop corn. And watch that soda consumption, too much sugar can make you feel sluggish.
5. Stay well stocked. Purchase good school supplies and keep them in stock. Nothing is more frustrating than discovering you are out of glue or your markers are all dried up, just as you are beginning the project that is due tomorrow.
6. Make homework a priority. Skipped homework can shipwreck an otherwise excellent grade average. Be certain to allot sufficient time for homework to be completed in a distraction-free atmosphere. Preferably the time should be after the student has had a chance to unwind from school yet still early enough to feel fresh and alert.
7. Lavish praise...especially when your child is struggling in a particular subject. Be certain he knows that many people struggle in that subject; it does not mean he is stupid. Praise each success as he progresses...no matter how small. Offer help, or even tutoring if needed, but don't force help if your child prefers to work independently. Sometimes the goals that are met after a tough fight are the most enjoyable.
8. Keep communication open. Take time every day to listen to your child. Be certain every conversation is not dominated by you. Let your child tell his experiences at school, with his teacher and with other students, then if problems arise, you have a better understanding of the circumstances that may have led up to them.
9. Keep expectations realistic. It is good to expect your child to do well in school - to be polite and to complete assignments neatly and on time - but do not expect every assignment to net an A. Keep goals reachable to avoid frustration and poor self-image.
10. Be honest. Many children naturally want to do as well as their parents - or better! So, when you reminisce about your own school days, be certain to tell about your failures as well as your successes.

This article may be found online at: [http://dede.essortment.com/getbettergrade\\_rrgv.htm](http://dede.essortment.com/getbettergrade_rrgv.htm)

## When Report Cards Don't Make The Grade

By Ann Svensen



Does your child hide out at the neighbor's house when it's report card time? Before you go looking for her, read these five tips for dealing with the less-than-perfect report card.

1. **Don't lose your cool:** Though many people see report cards as motivating, they can also be demoralizing. "They can sap a child of his confidence," says Dr. Kenneth Shore, school psychologist and author of the Parent's Public School Handbook. "The report card is not a measure of your child's worth or of your parenting skills." But grades can have an impact on a child's future. Make this point constructively.
2. **Accentuate the positive:** Point out what your child is doing well, whether it's an academic subject or an extracurricular activity. "Children need to know where they show motivation because they may not be aware of their strengths," says Dorothy Rich, president of the Home and School Institute. If your child does poorly in math, but enjoys figuring out basketball players' free-throw averages, make the connection for him.
3. **Look behind the grade:** The report card only indicates that there is a problem. Compare your child's papers over the year to see his progress. Discuss whether he's involved in too many extracurricular activities. "Kids need time to get their work done," says Rich. If your child is trying her hardest and still not understanding the material, contact the teacher immediately.
4. **Set goals for improvement:** Goals help us get motivated, but be realistic. If a child is getting all C's on his report card now, expecting all A's the next time may be an unrealistic goal.
5. **Contact but do not attack the teacher:** "If a parent has any questions at all, the first thing he or she should do is call the teacher for clarification - not the guidance counselor or the vice principal," says Martie Fiske, a White House Distinguished Teacher. "A parent's first question should be: 'What's going on?'" Fiske suggests gathering more information before charging that something is wrong with the program or the teacher.

This article by Ann Svensen can be found at: <http://www.families.com/article/0,1120,1-538,00.html>

## Summer Activities For Your Child

The information in this section is unavailable due to copyright law.

### Grades K-3 Summer Home Learning Reading Activities

**Sorting and Stacking**--Teach classification skills with dinnerware. Ask your child to match and stack dishes of similar sizes and shapes. Also have your child sort flatware--forks with forks, spoons with spoons. This is like recognizing the shapes of letters and numbers.

**Telephonitis** --Give your child practice in reading numbers left to right by dialing a telephone. Make a list of telephone numbers your child can read--for relatives, friends, the weather bureau--and have your child make a call or two.

**Let 'Em Eat Shapes**--Cut bread into different shapes--rectangles, triangles, squares, circles. Make at least two of each shape. Ask your youngster to choose a pair of similar shapes, then to put jam on the first piece, and to place the second piece on top to make a sandwich. This is a snack plus a game to match shapes.

**Dress Me**--Increase your child's vocabulary. Teach the name of each item of clothing your child wears--shirt, blouse, sweater, sock, shoe--when your child is dressing or undressing. Also teach the body parts--head, arm, knee, foot. Then print the words on paper and ask your child to attach these papers to the clothes in the closet or drawers. Make a pattern of your child lying on a large sheet of paper. Tack it up. Ask your child to attach the words for the body parts to the right locations.



**Hidden Letters**--Build reading observation skills with this activity. Ask your child to look for letters of the alphabet on boxes and cans of food and household supplies. For example, find five A's or three C's, or any number of letters or combinations on cereal boxes, soup cans, bars of soap. Start with easy-to-find letters and build up to harder-to-find ones. Then have your children write the letters on paper or point out the letters on the boxes and cans.

Find this and more resources at:  
<http://www.ed.gov/pubs/Recipes/reck-3.html>

RMCResearch Corporation. 1999. *Help at Last: Monthly Activities for Family Involvement in Learning.*

### Grades 4-5 Summer Home Learning Recipes

#### Math Activities



**A Trip to the Supermarket**--Plan ahead with the 3 R's. Ask your child to choose a dish to prepare for a meal--a pudding, a salad, a sandwich. Have your child check to see what supplies are on hand and then make a shopping list. At the supermarket, let your child select the food on the list. First, your child decides which items are the best buys and makes selections. Also have your child write the price of each item on the list and if possible figure the total, checking the prices against the sales receipt.

**On the Move**--Sharpen math skills on trips. Use even short trips around town. For example, at the gas station, ask your child how much gas you needed and the cost per gallon. On the highway, ask your children to read the signs and check the different speed limits. Then ask them to watch the speedometer readings and notice how fast or slow the car is going. Have your children estimate distances between cities and check the estimates on a road map.

**Newspaper Math**--Use the Weather section to check temperatures across the nation and the world. This is good geography practice, too. Discuss baseball and football scores and averages on the sports pages. Who are the high scores? What are the percentages?

#### Reading Activities

**A Lifetime of Reading**--Encourage lifelong reading. Read with your youngsters by taking roles in stories and acting out dramatic poems. Whenever possible, tape-record these sessions. Then listen to and enjoy these performances together.

**Street Smarts**--Put reading skills to practical use. Gather bus and subway route maps and schedules to a special place in your area--the zoo, a museum, a football stadium. Let your child plan a trip for friends or family. Figure out the travel time required, the cost, and the best time to make the trip.

**TV and the World**--Connect current events to TV viewing. Post a world map next to the TV set. Watch the TV news with your children and have them locate world news spots. Keep reference books such as dictionaries and the world almanac close by. In this way, children find answers to questions when their curiosity is high.

Find this and more resources at: <http://www.ed.gov/pubs/Recipes/rec4-5.html>

### Grades 6-8 Summer Home Learning Recipes

#### Math Activities

**How Much Does It Cost?**--Put math skills to work. Help your children understand living costs by discussing household expenses with them. For example, make a list of monthly bills--heat, electricity, telephone, mortgage or rent. Fold the paper to hide the costs and ask your youngsters to guess the cost of each item. Unfold the paper. How do the estimates compare with the actual costs? Were they close?

**Math Marks**--Are they really necessary? Ask your children to look through the newspaper to find and list as many percentages and decimal numbers as possible--sale prices, sports scores, bank rates. Ask what would happen without those marks.

**Living Within Our Means**--Teach children who have allowances or regular spending money how to budget. Ask them to make a two-column list of expenses and income. Under expenses, they list what they expect to spend for movies, bus tokens, lunches, etc. Then, have your youngsters add all the expenses and subtract the total from the income. Ask them to think of ways to reduce their spending. If their income is more than their expenses, talk about a savings plan.

Find this and more resources at:  
<http://www.ed.gov/pubs/Recipes/rec4-5.html>



# Ways To Use The Library

## Simple Things Librarians Can Do To Help

- ☆ Work with local partners to start a community reading program.
- ☆ Help children learn how to use the library's resources effectively
- ☆ Help parents who cannot read or have low-level literacy skills.
- ☆ Expand your library's resources, particularly computers and children's software programs.
- ☆ Ask your local schools how you can help them improve students' reading.
- ☆ Increase opportunities for preschoolers and their child care workers to visit the library.
- ☆ Help motivate all children to read for enjoyment.
- ☆ Work with local parent groups to establish a parent or grandparent corps of volunteer reading tutors.
- ☆ Collect and distribute information that will help families improve their children's reading skills.
- ☆ Learn more about the America Reads Challenge.



This list was adapted from: <http://www.ed.gov/pubs/SimpleThings/library.html>

## Things You Can Do To Introduce Your Child To The Library

- Include children--even toddlers--in trips to the library, and go often.
- As soon as you can, help your child get a library card.
- Borrow recordings of children's stories and songs, cassette tapes, compact discs, videotapes, even puppets and educational toys.
- Find out if your library has computers and how your children can use them to learn or upgrade skills.
- Encourage your children to use the library to find information for their homework.
- Encourage your children to ask for help from you and the librarian in finding books and materials.
- Work with the librarian to teach older children how to find things in the library on their own.
- Teach your children how to take care of themselves in public places, especially if they use the library alone. Stress common sense guidelines for behavior in the library.



This selection was taken from:  
<http://www.ed.gov/pubs/parents/LearnPttnrs/library.html>

## Activities You Can Help Your Child With At The Library



- ✗ Story hour
- ✗ Crafts
- ✗ Book clubs
- ✗ Look at books online
- ✗ Explore authors online
- ✗ Readers theater
- ✗ Register for a library card
- ✗ Check out books
- ✗ Reading programs
- ✗ Book fairs



Check your local and school library for scheduled monthly activities.

We would love it for you to join us!



The information in this section is unavailable due to copyright law.

# Grade Level Expectations

## First Grade Expected Outcomes

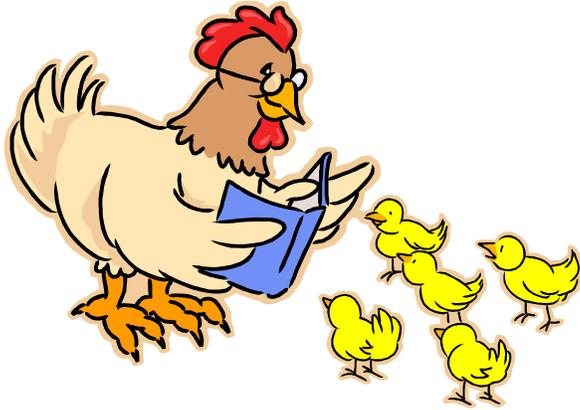
At the end of First Grade, a student will be able to:

### Writing

- Write noun-verb phrases
- Write names and familiar words
- Generate own ideas for writing
- Use spacing between words
- Use beginning, middle, and ending sounds to make words

### Reading

- Use letter-sound cues and word patterns to decode and comprehend text
- Recognize many high frequency words by sight
- Read complex simple early-reader books
- Discuss characters and story events
- Sees self as reader



## Second Grade Expected Outcomes

At the end of Second Grade, a student will be able to:

### Writing

- Write about observations and experiences
- Writes short nonfiction pieces
- Revise own writing by adding details
- Edit own writing for capitals, word spacing, and punctuation
- Write pieces that self and others can read

### Reading

- Read beginning chapter books
- Use word structure cues to decode text
- Self-correct for meaning
- Make personal connections with reading material content
- Follow simple written directions

### Math

- Add and subtract numbers
- Understand estimation
- Understand odd, even, and multiples
- Predict/draw charts/ tables
- Predict outcomes
- Collect, record, and organize data
- Use data to determine how to solve a problem
- Develop and apply problem-solving strategies
- Demonstrate knowledge of measurement
- Understand temperature, time, and coins to 50 cents
- Discuss/write about measurement and geometry
- Recognize basic patterning, sorting, and classification
- Copy or extend patterns using objects
- Sort and classify geometric shapes and figures
- Create two-dimensional shapes
- Identify similar and different geometric figures
- Recognize geometry in everyday situations



## Third Grade Expected Outcomes

At the end of Third Grade, a student will be able to:

### Writing

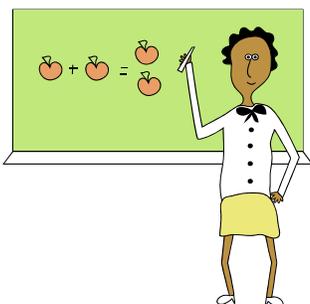
- Write short fiction, nonfiction, and poetry pieces
- Write with a central idea
- Write using complete sentences
- Follow the writing process model to complete writing tasks
- Use six-trait writing to evaluate work of self and others

### Reading

- Use resources to locate and sort information
- Discuss literary elements and author's craft
- Read medium level chapter books
- Make predictions and "read beyond the text"
- Use reasons and examples to support ideas and opinions

### Math

- Add, subtract, multiply and divide
- Apply concepts, place value, and grouping
- Estimate solutions to problems
- Fractions and decimals
- Estimate measurements Measure using standard and nonstandard units
- Collect, organize, display and describe simple data using number lines, bar graphs, and line graphs
- Use concepts of probability such as likely, unlikely, and certain
- Use appropriate math vocabulary
- Draw two- and three-dimensional geometric figures
- Recognize, create, describe, and extend a wide variety of patterns
- Discuss/write about math problems and solutions
- Make change with money



## Fourth Grade Expected Outcomes

At the end of Fourth Grade, a student will be able to:

### Writing

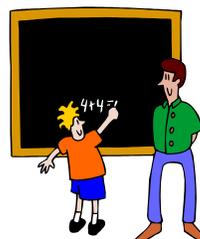
- Write poetry with carefully chosen language
- Write organized nonfiction pieces
- Use paragraphs to organize ideas
- Revise own work for clarity and enhancement
- Use criteria for effective writing to set own writing goals

### Reading

- Create and apply strategies and criteria for selecting reading materials
- Use nonfiction text organizers to locate information
- Actively participate in small group literature discussions.
- Gain deeper meaning of texts by "reading between the lines"
- Read aloud with fluency expression and confidence

### Math

- Add, subtract, multiply and divide
- Fractions and decimals
- Estimate measurements
- Understand measurement concepts
- Apply measurement in everyday situations
- Measure
- Estimate measurement
- Use experiments and simulations to collect, organize, and record data
- Display, interpret, and analyze data
- Use appropriate math vocabulary
- Discuss/write about math processes and strategies
- Classify, describe, compare, and draw shapes
- Draw two- and three-dimensional geometric figures
- Write/communicate about mathematical problems and solutions



# Education Standards

For Additional Information, Contact:  
 Tanya Lunde, Executive  
 State Title I Office  
 Department of Public Instruction  
 State Capitol, 5th Floor  
 602 E. Boulevard Ave., Dept. 201  
 Bismarck, ND 58505-0440  
 Phone: 701/328-4848  
 Fax: 701/328-4770  
 E-mail: tlunde@mail.dpi.state.nd.us

OR

Log on to the Department of  
 Public Instruction's website at:  
[www.dpi.state.nd.us](http://www.dpi.state.nd.us)  
 Click on any of the following links  
 to find access to standards  
 information:

- Content Standards
- Performance Standards
- Standards-Based Assessments
- Test - State Standards

**North Dakota State Content and Performance Standards – An Overview**

Department of Public Instruction  
 Dr. Henry B. Lammont  
 State Superintendent  
 602 E. Boulevard Ave., Dept. 201  
 Bismarck, ND 58505-0440  
[www.dpi.state.nd.us](http://www.dpi.state.nd.us)

**What is Standards-Based Education?**  
 Standards are learning goals—goals that define what we want students to know and be able to do. They help educators and students set high expectations for academic learning and guide measurement of student performance. Standards direct teaching and learning; they do not prescribe how students should be taught.

**Definitions**  
**Content Standards** are descriptions of what students should know and be able to do within a particular discipline or content domain.  
**Performance Standards** are the expected or required level of student performance or understanding. This may be identified within a set of rubrics.  
**Benchmarks** are the translation of a standard into what the students should understand and be able to do at developmentally appropriate levels (e.g., grades 4, 8, and 12).  
 In the absence of academic standards, publishers of textbooks and tests share academic content.  
 Council for Basic Education

**What Standards Are in Place in North Dakota?**  
 As of August 2001, the table below illustrates the status of North Dakota's standards.

Subject	Content Standards	Performance Standards
English/LA	Yes	Yes
Math	Yes	Yes
Arts (Dance, Drama, Music, Visual)	Yes	Yes
Health	Yes	No
Physical Ed	Yes	Yes
Social Studies	Yes	Yes
Science	Yes	No

Both World Language and Media Technology Library standards will be released soon.

**How Can I Get A Copy Of The Standards?**  
 All standards documents are available at the Department of Public Instruction's website: <http://dpi.state.nd.us/standardscontent.htm>

**What Do Local Schools/Districts Do With The Standards?**  
 Standards change the focus in education from one of inputs (i.e., class size, instructional minutes, money) to one of outputs—how well our students are learning. However, simply implementing standards will not, in itself, raise student achievement. Instead, schools and districts must align these standards to their school's curriculum and to their assessment system, thereby regularly measuring how well their students are achieving the standards. Only then, when standards, curriculum, and assessment are aligned, will we truly be able to focus all resources toward improving student learning.

**What Resources Does The State Offer?**  
**Shared Resources Available for School Districts**  
 A number of resources are available to school districts interested in learning about aligning curriculum to standards including documents created by other school districts. Information about how to locate these resources is listed on the "Test" website at: [www.dpi.state.nd.us/standards](http://www.dpi.state.nd.us/standards)

**Task Bank**  
 The North Dakota Classroom Task Bank is a collection of tasks developed by and for North Dakota teachers. The goal of the task bank is to help teachers implement the state's standards and benchmarks in the classroom. It is available at the following website: [www.edmetrics-inc.com/taskbank](http://www.edmetrics-inc.com/taskbank)

Sample from North Dakota State Content and Performance Standards – An Overview. Distributed by the ND Department of Public Instruction.

## What Changes Will You See In The Classroom?

- Your children are actively involved in learning.
- Your children are excited by and interested in their activities.
- Your children are expected to achieve at a high level.
- Your children are working together to learn.
- Your children are writing and talking about what they have learned.
- Your children's work is being evaluated in a variety of ways.
- Your children are learning the content that will help them in their future activities.
- Your children are using technology, which is an important tool of learning.
- When your children are focusing on learning important concepts.
- Your children are investigating.
- Your children are challenged to use what they learned in meaningful ways.
- Your children are brainstorming ways to solve daily problems.



Adapted from: [http://dimacs.rutgers.edu/nj\\_math\\_coalition/pguide/pguide.html](http://dimacs.rutgers.edu/nj_math_coalition/pguide/pguide.html)

## What Can You Do To Help Your Child Reach The Standards?

- Expect your child to succeed and be sure that he or she understands that expectation.
- Share with your child an upbeat attitude toward learning.
- Point out how things you learn are used every day.
- Encourage your child's curiosity about the world around us.
- Be sure that your child sees you and other adults using mathematics every day.
- Encourage your child's enthusiasm for learning.
- Ask your children about their classes and look at the work they bring home.
- Talk with your child about problems and solve these problems out loud together.
- Connect to the Internet at home or at a local library and help your child (or let your child help you) locate websites that provide information and ideas.
- Watch educational television programs.
- Participate in a Family Activity Night.
- Take your child to science museums, aquariums, zoos, or environmental education centers (see partial list below).



Adapted from: [http://dimacs.rutgers.edu/nj\\_math\\_coalition/pguide/pguide.html](http://dimacs.rutgers.edu/nj_math_coalition/pguide/pguide.html)

## Activities You Can Do Together



- Grades K – 2**
- Estimate and measure
  - Sort toys
  - Hunt for shapes
  - Read to your child
  - Play counting games on the calculator
  - Draw pictures of stories
- Grades 3-6**
- Discover forms of water
  - Make instruments
  - Act out a favorite story
  - Plan a trip
  - Separate colors
  - Write and perform a play
  - Invent items
- Grades 7-12**
- Interpret a graph
  - Write poetry
  - Study ocean currents
  - Write an editorial
  - Invent items
  - Read a novel and discuss

Adapted from: [http://dimacs.rutgers.edu/nj\\_math\\_coalition/pguide/pguide.html](http://dimacs.rutgers.edu/nj_math_coalition/pguide/pguide.html)

# Calendars

## Summertime Fun Activity Calendar

Adapted from: <http://www.ed.gov/pubs/parents/Calendar>



Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b> Make a poster of summer safety tips with your child.	<b>2</b> Have your child look for bugs. How many different kinds of bugs can he or she find? Size? Color?	<b>3</b> Make finger puppets with your child. Cut the ends off the fingers of old gloves. Draw faces on the fingers with felt tip markers.	<b>4</b> Pick a library reading list appropriate for your child's age and help your child get a library card.	<b>5</b> Count the number of steps it takes to walk to the corner with your child.
<b>6</b> Read a newspaper article about the environment with your child.	<b>7</b> Share family history, photos with your child.	<b>8</b> Watch an educational television show with your child and discuss it.	<b>9</b> Cut pieces of paper into shapes and paste them in a quilt pattern with your child.	<b>10</b> Cook dinner with your child and show him or her the <i>do's</i> and <i>don'ts</i> of preparing food.
<b>11</b> Make up a board game with your child.	<b>12</b> Have your child tell you a favorite story.	<b>13</b> Have your child put an ice cube outside. How long until it melts? Until it evaporates	<b>14</b> Look up events on the day your child was born.	<b>15</b> Take your child on a field trip.
<b>16</b> Have your child list all uses of math around the house.	<b>17</b> Help your child find your town on a map.	<b>18</b> Teach your child a new skill like setting the table.	<b>19</b> Ask your child to watch for numbers in TV programs and commercials.	<b>20</b> On trips, make a game of measuring distances and times.



## Seven Stages of Growth



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b> <b>Reading on Your Own</b>	Read a story or play and act it out with a friend.	Write and draw a comic strip--share it with a friend.	Check out and read a library book.	Start a reading club in your neighborhood.	Create a family reading night.
<b>Week 2</b> <b>Getting Ready for Algebra</b>	Play store with a friend. Add prices, subtract change, multiply the number of items by price, and divide the earnings with your co-workers	Strengthen your brain's math power. Listen to classical music. By listening to music you set up connections in your brain that support math learning.	Ask your friends what their favorite summer activities are--make a graph of the most popular activities.	Find patterns in things around you, such as brick or siding on a building, spider webs, or quilts. Create your own pattern.	Sponsor a "guess that number" contest. For example, "How many noodles are in a bag?" Count them and award a prize.
<b>Week 3</b> <b>Shaping Up for Safety</b>	Be a safety planner! Look for safety signs and create some of your own	Design a self-portrait that shows how you feel.	Practice doing something you like. Develop your skill in sports or in the arts, or start a hobby.	Have a nutritious day! Put healthful foods into your body.	Find an alcohol or cigarette advertisement in a magazine or newspaper. Talk about the message. How would you redesign the ad to show what can happen if you use the product?
<b>Week 4</b> <b>Teaching to Learn</b>	Play school with friends. Practice listening, waiting your turn, and following instructions	Teach a friend something you are good at such as dancing, skating, or riding a bike.	Draw a picture of your teacher instructing class.	Start a journal and write all your daily activities--watch your progress grow!	Write a short story about your favorite teacher.
<b>Week 5</b> <b>Navigating the Internet</b>	Visit a library with Internet access--learn to use the Internet. Look up facts about your favorite animal.	Visit a school on the Internet. Search for your school's homepage.	Send a note to a parent, teacher, or friend over the Internet.	Take a trip to Europe, the Caribbean, or the Far East on the Internet.	Create a crossword puzzle using your favorite computer terms.
<b>Week 6</b> <b>Planning for College</b>	Create a list of five jobs that interest you. Choose one, list reasons why it interests you and interview someone in that career.	Visit your local library and check out a video or book about a college that interests you.	Talk to a college student about what college is like.	Save money for college. Start a piggy bank today.	Discuss the differences between universities, community colleges, and technical schools and the degrees offered at each one.
<b>Week 7</b> <b>Setting High Standards</b>	Create a map of goals for you to achieve at school.	Read a story or article about someone who has achieved a great accomplishment.	Be a standards detective! Find out from your school what it takes to get on the honor roll.	Make up a board game of facts and "why" questions related to your favorite subject in school.	Celebrate going to school! Find out how other cultures celebrate learning.

You can find this at: <http://www.ed.gov/pubs/parents/GrowthSeason/calendar.html>

## Sample Parent Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
1	2 6:30 PM, School Council Meeting 6:30-8 PM, 4th Gr. Music Instrument Pickup	3 6:30-8 PM, 4th Gr. Music Instrument Lesson for Parents/Students 1 PM, Coffee for Parents	4 Special Needs Preschool Screening	5 5:12 PM, Parents Golf Tourney
7 7 PM, SPED PAC Meeting Gr. 5 CAT Testing 10/7-10/10 (MP) 6-9:30 PM, GED Testing	8 Gr. 5 CAT Testing 10/7-10/10 (MP) 6-9:30 PM, GED Testing	9 6:45 PM, PTO Mtg. 4th Grade After School Program Begins Gr. 5 CAT Testing 10/7-10/10 (MP) 6-9:30 PM, GED Testing	10 Freshman Parents "Meet the Counselor Night" Gr. 5 CAT Testing 10/7-10/10 (MP) Mid-Quarter Progress Reports Issued for Grades 7-12	11 No School - Staff Development Day
14 Columbus Day - No School	15 9:30 AM, Project Rise Meeting	16 6:30-8 PM, Grade 1 Family Math Night	17 6:30 PM, High School Open House 6:00 - 8:00 p.m. ASVAB Testing	18 7 PM, Homecoming Game 10 PM, Dance
21	22 7 PM, School Committee 7 PM, Parent Forum in Library Picture Day	23 6:30 PM, System-Wide Title 1 Parent Orientation Meeting	24	25 6-7:30 PM, PTO Activity
28 7 PM, School Council Meeting 7 PM, PTO Mtg. (MP)	29 Early Release Day for School Improvement Time	30 2&7 PM, Gr. 2 Music Program 6:30-8 PM, MH Gr.4 Science Night	31 Halloween 2 PM, Halloween and Harvest Parade	



## Title I Parent Survey

**Funding:**

Please check the following items that are the most important in terms of funding with Title I money.

- |  |  |
|--|--|
| <input type="checkbox"/> Teachers (additional) | <input type="checkbox"/> Computer Software   |
| <input type="checkbox"/> Teacher's Aides       | <input type="checkbox"/> Classroom Materials |
| <input type="checkbox"/> Computers             | <input type="checkbox"/> Library Books       |
| <input type="checkbox"/> Field Trips           | <input type="checkbox"/> Tutoring            |

**Curriculum:**

Please check the following courses that you think we should offer during related arts. (Some of these are not currently offered.)

- |  |                                  |
|--|----------------------------------|
| <input type="checkbox"/> Art                   | <input type="checkbox"/> Chorus  |
| <input type="checkbox"/> Physical Education    | <input type="checkbox"/> Strings |
| <input type="checkbox"/> Keyboarding           | <input type="checkbox"/> Drama   |
| <input type="checkbox"/> Computer Applications | <input type="checkbox"/> Spanish |

**After School Programs:**

The following after-school programs are being considered for funding. Check the program(s) you would prefer for your child.

- After School Tutoring (3-5 pm)
- Morning Tutoring (7:15—7:50 am)
- Saturday School (twice a month on Saturday to receive additional instruction)

**Parent Involvement Activities:**

Please check the education courses that you would like to see offered for parents.

- Parenting Classes (especially geared toward helping your child with reading)
- GED Classes (baby sitting services provided for small children)

## PARENTAL/COMMUNITY INVOLVEMENT SURVEY FOR PARENTS

1. Are you familiar with the Title I project?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
2. Were you involved in the continual development of the Title I project for your school?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
3. Are there provisions for expressing satisfaction or dissatisfaction with the Title I project?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
4. Have you ever attended an annual Title I meeting?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
5. Have you ever been invited to an annual Title I (formerly Chapter 1) meeting?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
6. When would it be most convenient for you to attend meetings?  
\_\_\_\_\_AM \_\_\_\_\_PM \_\_\_\_\_ Day(s)
7. What limits your participation in Title I parent meetings?  
\_\_\_\_\_ Time  
\_\_\_\_\_ Site  
\_\_\_\_\_ Transportation  
\_\_\_\_\_ Child care  
\_\_\_\_\_ Language
8. Is information on the following items provided on a timely basis?  

	<u>School Year</u>			
	<u>Beginning</u>	<u>During</u>	<u>End</u>	<u>Never</u>
School Report Card (AEIS)	_____	_____	_____	_____
Title I Progress Reports	_____	_____	_____	_____

Available at: <http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtml>



## Title I Parent Survey

Please complete this form and return it to the person listed below. Your input is helpful in designing a Title I program that best meets the needs of all students involved. Thank you.

<ol style="list-style-type: none"> <li>1. Did you feel that you were welcome to be involved in the Title I program? <table border="1" style="width: 100%; text-align: center;"><tr><th>Not at all</th><th>Some</th><th>Frequently</th></tr><tr><td>1</td><td>2</td><td>3</td></tr></table></li> <li>2. Did you feel you were a part of the process for creating the School-Parent Compact? <table border="1" style="width: 100%; text-align: center;"><tr><td>1</td><td>2</td><td>3</td></tr></table></li> <li>3. Did you attend the fall parent meeting? If yes, did you feel your input was expected and appreciated? <table border="1" style="width: 100%; text-align: center;"><tr><td>1</td><td>2</td><td>3</td></tr></table></li> <li>4. Did the Title I Parent Policy accurately reflect parent involvement in Title I? <table border="1" style="width: 100%; text-align: center;"><tr><td>1</td><td>2</td><td>3</td></tr></table></li> <li>5. Did you feel you were informed in a timely manner on your child's progress in Title I? <table border="1" style="width: 100%; text-align: center;"><tr><td>1</td><td>2</td><td>3</td></tr></table></li> </ol>	Not at all	Some	Frequently	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	<ol style="list-style-type: none"> <li>6. Did you utilize any of the material sent home to you by Title I to promote working at home with students? <table border="1" style="width: 100%; text-align: center;"><tr><th>Not at all</th><th>Some</th><th>Frequently</th></tr><tr><td>1</td><td>2</td><td>3</td></tr></table></li> <li>7. Did you feel welcome at the school and whenever you communicated with Title I staff? <table border="1" style="width: 100%; text-align: center;"><tr><td>1</td><td>2</td><td>3</td></tr></table></li> <li>8. Was the Title I teacher easy to contact when you had a question or problem, and did you feel your concern was taken seriously? <table border="1" style="width: 100%; text-align: center;"><tr><td>1</td><td>2</td><td>3</td></tr></table></li> <li>9. Would you like more opportunity for parent involvement in the Title I program? <table border="1" style="width: 100%; text-align: center;"><tr><td>1</td><td>2</td><td>3</td></tr></table></li> <li>10. I would be willing to help organize parent involvement activities. <table border="1" style="width: 100%; text-align: center;"><tr><td>1</td><td>2</td><td>3</td></tr></table></li> </ol>	Not at all	Some	Frequently	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Not at all	Some	Frequently																																			
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**Return form to:**  
\_\_\_\_\_  
\_\_\_\_\_



Available at: <http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtml>

## PARENT INVOLVEMENT/EVALUATION TITLE I PROGRAM

Dear Parents:

As partners in educating your child, we know the importance of a strong home-school bond. Please take time to respond to the following statements telling your feelings about the Title I Program. Add comments and suggestions you think will help improve your opportunities for involvement.

I = Agree      2 = Disagree      3 = No Opinion

1. I feel that I have had many opportunities to become involved in my child's Title I reading program.

1      2      3

COMMENTS/SUGGESTIONS: \_\_\_\_\_

2. I have been informed about my child's progress throughout the year.

1      2      3

COMMENTS/SUGGESTIONS: \_\_\_\_\_

3. I have been invited to observe my child's reading group.

1      2      3

COMMENTS/SUGGESTIONS: \_\_\_\_\_

4. I have been given information about how I can help my child with his/her reading.

1      2      3

COMMENTS/SUGGESTIONS: \_\_\_\_\_

5. The Title I meeting was informative and helpful.

1      2      3

COMMENTS/SUGGESTIONS \_\_\_\_\_

6. I have been given opportunities to make suggestions about my child's reading program.

1      2      3

COMMENTS/SUGGESTIONS: \_\_\_\_\_

7. I have made suggestions and they were accepted and handled in a timely and serious manner.

1      2      3

COMMENTS/SUGGESTIONS \_\_\_\_\_

Available at: <http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtml>

## Welcome to the 2002 – 2003 school year!

We are very excited to have \_\_\_\_\_  
as a part of our Title I classroom.



We are looking forward to an eventful year!



Here are some things we have planned for  
throughout  
the year:

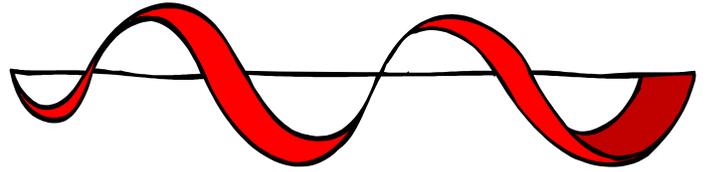
- 
- 
- 
- 
- 



Please feel welcome to stop in and visit your child's  
Title I classroom at anytime throughout the year.



**You are always welcome!**



Dear Faculty, Students, Staff, Parents and Friends,

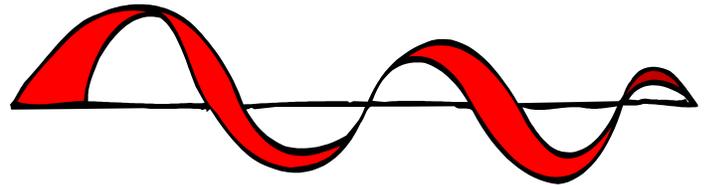
You are cordially invited to attend the  
**3<sup>rd</sup> Annual Math and Reading Family Fun Night.**  
It will be held on Wednesday,  
October 3, 2002  
at 5:00 p.m.  
in the school gym.

This program is being sponsored by  
the after school program and Title I.

Meet new students, faculty, staff, parents, and friends!

**GREAT FOOD AND REFRESHMENTS WILL BE SERVED!!**

See you there!



## You're Invited!



Parent Teacher Conferences are scheduled for

November 19<sup>th</sup> from 8-5 p.m.

And November 20<sup>th</sup> from 8-12 p.m.

You are scheduled to meet with

\_\_\_\_\_ 's  
(child's name)

classroom teacher at

\_\_\_\_\_ .  
(time)

When you are through with your visits, we welcome you to visit the Title I  
teachers who work with \_\_\_\_\_ (child's name).

We will be located in the Title I room during the times listed above.

We are looking forward to seeing you!



## Please Come to Our Title I



### OPEN HOUSE

This open house will be held in the Title I room  
on Wednesday October 23, 2002.

Parents and relatives are welcome to  
stop in at anytime during the day.

Scheduled activities are as listed below:

9:00 – Friendly Poetry (1<sup>st</sup> Grade)

10:00 – Readers Theatre (2<sup>nd</sup> and 3<sup>rd</sup> grade)

11:00 – In Honor of Special People (4<sup>th</sup> grade)

1:00 – Silly Skits (5<sup>th</sup> and 6<sup>th</sup> grade)

Hot cider and snacks will be provided.

If you have any questions please  
call the school at 555-2292  
and ask for the Title I Department.



**See you there!**

**Title I Reminders for Teachers and Aides**

For those teachers instructing Title I math this fall in your school district, you are required to hold a Title I Math Credential in order to teach those classes. The "NEW" credentials for Title I personnel are now available on the Title I website. The requirements, application form, and further details can be accessed at: <http://www.dpi.state.nd.us/title1/targeted/general/tauchr.html>

Also, all teachers supported in a Title I program who are hired after the first day of school must adhere to the new requirements regarding "Highly Qualified Staff". For further information on this issue please refer to the Title I website at: <http://www.dpi.state.nd.us/title1/targeted/general/tauchr.html>

Those Title I paraprofessionals hired after January 8, 2002 must meet the new requirements as outlined in the reauthorization. For further information on this issue please refer to the Title I website at: <http://www.dpi.state.nd.us/title1/tauchr.html>

**Title I Fall Conference**

The 2002 Fall Title I Conference has been scheduled for October 20-22, 2002 at the Best Western Ramkota Inn in Bismarck (formerly the Radisson Inn). If you are interested in attending, please register early, as we have to limit the attendance due to available space. The conference includes sections on reading, math, assessment, technology, and other miscellaneous topics. Featured general sessions will include speakers on the new federal reauthorization, raising student achievement, and scientifically-based research. This year's conference continues with a new feature, which is a pre-conference seminar. College credit will be available.

All Title I personnel should have received information and registration forms at the beginning of September.

Nita Wirtz is the conference coordinator for this event. If you have any questions, please give her a call at 701-328-1876 or e-mail her at [nwirtz@state.nd.us](mailto:nwirtz@state.nd.us)

**Upcoming Events**

- Education Improvement Conference – September 16-17, 2002 in Bismarck.
- Title I Schoolwide Planning Conference – September 23, 2002 in Bismarck
- Grant Writing Workshop – September 27 & 28, 2002 in Bismarck
- 29<sup>th</sup> Plains Regional Conference – October 10-12 in Topeka, KS
- Title I Fall Conference – October 20, 21 and 22, 2002 in Bismarck
- NDREA Instructional Conference – October 23-25, 2002 in Bismarck
- 2003 National Title I Conference – Feb 1-4 in Anaheim, CA
- 2003 NDRA Spring Conference – March 6-8 in Jamestown

**Title I Office Information**

Laura Matzke, Director	328-2284
Gail Burket, Title I Reading First	328-2285
Tanya Lande-Neumiller, Title I Schoolwide	328-4646
Nita Wirtz, Title I CSRD	328-1876
Ann Grassman, Title I Even Start & Homeless	328-2292
Sandy Anne, Migrant/Reading Credentials	328-2170
Mary Neuman, Fiscal Officer	328-2281
Misty Schiller, Administrative Assistant	328-2254
Mary Ann Mousel, Secretary	328-2282
Charlotte Kaeman, Secretary	328-2729
Toll Free	(888) 668-1951

**Program Planning/Grant Writing Workshop**

There are several Title programs with availability for grants in the upcoming months. Because of this, the Department of Public Instruction will be holding a grant writing workshop for those schools interested in applying for these grants.

The participating programs to be covered in the workshop are Title I Reading First, Title I Even Start, Title I Comprehensive School Reform Demonstration (CSRD), Title IV Safe and Drug Free, and Title IV 21<sup>st</sup> Century Learning. The workshop will be two days beginning on Friday, September 27, 2002 and going through Saturday, September 28, 2002.

During the workshop, there will be assistance provided on the requirements of these programs and the application process. Schools are encouraged to bring their laptops and teams of individuals, as this will be working experience. The workshop is limited to the first 150 people.

For additional information on the grant writing workshop or on the grants that are available, please contact Nita Wirtz at [nwirtz@state.nd.us](mailto:nwirtz@state.nd.us) or (701) 328-1876.

**Title I Parent Newsletter**

**(Title I student name)**

Monthly Goal: \_\_\_\_\_

Accomplishments: \_\_\_\_\_

**Title I Annual Review Meeting**

**Parents – we are requesting your attendance at our annual Title I review meeting.**

**Join In The Fun!**

4<sup>th</sup> Annual Family Math Night will be held on March 28, 2003.

Family math night is when parents and children experience math activities together.

The last 4 years have been a success – let's make this year a success too!

**Reminder**

**There is a Parent Advisory Committee Meeting on**

**Promote Reading Before Your Child Loses Interest In It**

By the ages of seven and eight, children are learning to read on their own. They are starting to read longer "chapter" books.

For some children, however, this is a time when they lose interest in reading. Here are some ways to make sure your seven- or eight-year-old keeps reading:

- **Follow your child's interests.** If he likes soccer, get books on soccer. If he has a pet hamster, check out books about hamsters.
- **Share books you loved as a child.** Read them with your child. Your love for the book is sure to inspire your child.
- **Look for fairy tales.** Children at this age love magical stories.
- **Get a craft book.** Make a project together.
- **Find an interactive book.** Some books allow children to make choices about the next section to read.

Try it two ways: First, your child chooses, then you choose which way to follow the story.

• **Encourage your child to read to someone younger.** There's no easier way for a child to practice reading than by sharing with someone else. It also raises your child's self-esteem.

• **Find books that answer your child's questions.** "What's that flower?" he asks as you're walking. If you don't know, get a book from the library.

• **Check out riddle and joke books.** Jokes are the height of seven-year-old humor. You can't stop the "knock-knock" jokes, but you can make sure your child has some new material.

Source: Bonnie E. Cullinan, *Read to Me: Raising Kids Who Love to Read*, 2000 (Scholastic, 555 Broadway, New York, NY 10012, 1-800-724-6527, ISBN: 0-439087-21-X, paperback, 152 pp., \$5.95)

**Consider Your Child's Style When Practicing Spelling**

Children learn in different ways. Some learn from seeing. Others learn from touching or hearing.

Figure out how your child learns best. Then apply one or more of the following strategies toward remembering spelling:

- **Have your child write each word five to 10 times.** Do one word before moving on to the next one.
- **Say each word and have your child write it down.** After he spells all the words, let him correct his own paper. (This fosters greater attention to detail.)
- **Write each word in large letters for your child.** Have him trace each with a finger, saying it while tracing. Have your child keep doing this until he can write the word from memory.
- **Dictate the words into a tape recorder.** Pause after each word to allow your child time to write it as he listens to the tape. Now your child can practice again and again without your help!

Source: Marguerite Radenich and Jeanne Shay Schumm, *How To Help Your Child with Homework*, 1997 (Free Spirit Publishing, 400 First Ave., Suite 616, Minneapolis, MN 55401, 1-800-725-7323, ISBN: 157240066, paperback, 208 pp., \$15.95)

**Mental Pictures Can Help Your Child Read Better**

Researchers have found good readers have something in common. They naturally make mental pictures when they read. They envision what is happening in the story. This helps them understand and remember what they read.

You can help your child make mental pictures. As you read a book together:

- **Close your eyes and imagine.** Say, "Can you imagine what the rabbit looks like? What color is his fur? How big is he? What else do you notice about his appearance?"
- **Draw pictures of what each of you "saw" in the story.**
- **Compare.** Ask, "What came to mind when you were reading?" "What does that remind you of?"

Use books without pictures. Or cover the pictures, so you can picture your own mind.

Source: M.H. Popkin et al, *Helping Your Child Succeed in School*, 1995 (Creative Teaching Press, 810 Franklin Ct., Suite B, Marietta, GA 30067, 1-800-825-0660, ISBN: 1-880283-15-8, paperback, 222 pp., \$13.95)

**Help Your Child Pick Out Words That Sound Alike**

Becoming aware of the sounds of words is a big step toward reading. Help your child learn this skill by asking him to tell you when words sound alike and when they don't.

Say three words to your child. Two of the words should rhyme and one should sound very different. For example, say, "cat, hat, tree." Ask your child to tell you which word sounds different than the others.

If he doesn't get it the first time, help him by saying each word slowly. Exaggerate cat and hat so he can hear the at sound in both. Tell him to listen for that sound. Then exaggerate tree. Point out that the at sound is not found in this word. Practice this with different words until he catches on.

Source: Jo Fitzpatrick, *Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills*, 1997 (Creative Teaching Press, P.O. Box 2723, Huntington Beach, CA 92647, 1-800-444-4287, ISBN: 1-57471-231-4)



Winter 2002

**Teach Your Child**

Dear Title I Family,

I'd like to wish you a blessed 2002. Now that the rush of the holidays is over, and the weather outside forces inside activities, families have a wonderful opportunity. They can spend valuable time together. Turn off the television! Pull out some good old-fashioned game boards and play checkers, monopoly, uno, cards, or another one of your favorites.

Games can teach skills, but the time your family spends together is the real treasure. Take time to share family stories. Talk about when you were young, when you were the same age as your child. Let them know your frustrations and failures, along with your success and rewards.

Take time to read books, magazines, cereal boxes, and recipes with your child. Explain and discuss with them what you've read. For example, take a recipe and make it with your child reading the measurements. Activities like this can help your child gain useful skills. Togetherness is the big reward.

Education does not take place in school alone. Start reading and discussing environmental information at home. Look at a can of soda. There is a lot of information on that can. Ask your child to discover how many fluid ounces of soda are in the can, what are the nutritional facts, what are the ingredients, what is protein, and how you spell calories? With these questions you can teach reading, math, and science from a can of soda.

Talk, discuss, and explain. Teach your child everyday and every way. Stretch your child's brain. Who, what, when, where, and why are good words to start conversations.

The most important thing you can do for your child is demonstrate that you value education and school. Your child seeks your approval—give it to him/her.

Happy winter!

Sincerely,

Alexis N. Gordon  
 Supervisor of Title I

Director of School Operations  
 Steven E. Lee  
 (302) 454-2505  
[lee@christina.k12.de.us](mailto:lee@christina.k12.de.us)

Supervisor of Title I  
 Alexis Gordon  
 (302) 454-2506  
[gordon@christina.k12.de.us](mailto:gordon@christina.k12.de.us)

Parent Liaison  
 Dora Bennett  
 (302) 454-2400 Ext. 256  
[bennettd@christina.k12.de.us](mailto:bennettd@christina.k12.de.us)

Editor  
 James Henderson  
[lamar\\_125@iortmail.com](mailto:lamar_125@iortmail.com)

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## Patent Brochures

Many agencies offer brochures to be distributed to parents. Listed below are websites that offer these brochures and the titles of the brochures they have available.

### International Reading Association

- <http://www.reading.org/publications/brochures/brochures.html>
- These brochures are available for download or can be ordered online. There is no cost to download the brochure and \$12 per 100 if you are ordering them. These brochures are available in English and Spanish.

Good Nutrition Leads to Better Learning	Prepare Your Child for Reading Tests
Make the Reading Writing Connection: Tips for Parents of Young Learners	Get Ready to Read! Tips for Parents of Young Children
Summer Reading Adventure! Tips for Parents of Young Readers	Making the Most of Television: Tips for Parents of Young Viewers
Library Safari: Tips for Parents of Young Readers and Explorers	See the World on the Internet: Tips for Parents of Young Readers--and "Surfers"
Explore the Playground of Books: Tips for Parents of Beginning Readers	Understanding Your child's Learning Differences

### Educational Resources Information Center

- <http://www.eric.ed.gov/resources/parent/parent.html>
- All Parent Brochures can be viewed and downloaded electronically on this site. Print copies of current titles can be ordered free of charge by calling ACCESS ERIC toll free at 800-LET-ERIC (538-3742).

What are Charter Schools	How Can I Encourage My Young Child To Read
Getting Online: A Friendly Guide For Teachers, Students, and Parents	What Should Parents Know About Information Literacy
How Can I Support My Gifted Child	Which Is the Right College Path for Me?
How Can We Prevent Violence in Our Schools?	How Can We Support Girls in Early Adolescence?
Rights and Responsibilities of Parents of Children With Disabilities	Why, How, and When Should My Child Learn a Second Language?
What Can Parents and Teachers Do If an Adolescent Begins To Fail In School?	What Should Parents and Teachers Know About Bullying?
What Should Parents Know About Schools As Community Learning Centers?	How Can Parent-Teacher Differences Be Prevented or Resolved?

### US Department Of Education

- <http://www.ed.gov/pubs/parents/hyc.html>
- The *Helping Your Child* publication series aims to provide parents with the tools and information necessary to help their children succeed in school and life. These booklets feature practical lessons and activities to help their school aged and preschool children master reading, understand the value of homework and develop the skills necessary to achieve. They are available in English and Spanish.

Helping Your Child Become A Reader	Helping Your Child With Homework
Helping Your Preschool Child	Helping Your Child Succeed in School
Helping Your Child Through Early Adolescence	

## Resource List

Note: Below each example, the resource from which the information was obtained is listed. This list is in addition to these already stated resources. The list below has many parenting resources available for your use.

North Dakota Department of Public Instruction  
600 E Boulevard Ave., Dept 201  
Bismarck, ND 58505-0440

Phone: (888) 605-1951  
Fax: (701) 328-4770  
Internet: [www.dpi.state.nd.us](http://www.dpi.state.nd.us)

**Channing Bete Company, Inc.**

One Community Place  
South Deerfield, MA 01373-0200

Phone: (888) 834-6630  
Fax: (800) 329-2939  
Internet: [www.channing-bete.com](http://www.channing-bete.com)

Glazebrook and Associates  
PO Box 138299  
Chicago, IL 60613-138299

Phone: 773-525-5977  
Fax: 773-525-6532  
Internet: [www.parenting-resources.com](http://www.parenting-resources.com)

The Parent Institute  
PO Box 7474  
Fairfax Station, VA 22039-7474

Phone: 800-756-5525  
Fax: 800-216-3667  
Internet: [www.parent-institute.com](http://www.parent-institute.com)

RMC Research Corporation  
1512 Larimer St, Suite 540  
Denver, CO 80202

Phone: (800) 922-3636  
Fax: (303) 825-1626  
Internet: [www.rmcdenver.com](http://www.rmcdenver.com)

**US Department of Education**

400 Maryland Ave SW  
Washington, DC 20202

Phone: (800) 437-0833  
Fax: (202) 401-0689  
Internet: [www.ed.gov](http://www.ed.gov)

**NDSU Extension Services**

Morrill Hall 314, Box 5562  
Fargo, ND 58105-5562

Internet: [www.ext.nodak.edu](http://www.ext.nodak.edu)  
County Listing:  
[www.ag.ndsu.nodak.edu/ctyweb.htm](http://www.ag.ndsu.nodak.edu/ctyweb.htm)

**Pathfinder Family Center/ND PASS**

1600 2nd Ave SW  
Minot ND 58701

Phone: (800) 245-5840  
Fax: (701)837-7548  
Internet: [www.pathfinder.minot.com/index2.l](http://www.pathfinder.minot.com/index2.l)